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ABSTRACT

The purpose of this report is to provide information on the findings of the evaluation of Project Inspire, a compensatory education program at Francis Junior High School, D.C., aimed at overcoming deficiencies in reading, writing, arithmetic, oral expression, and other academic areas. Review of documents, formal and informal interviews, questionnaires, and direct observations were methods developed and used to assess the correspondence between objectives of the program and its accomplishments. Findings derived from formal analyses of available data showed a program that had made progress toward achieving some of its objectives. Recommendations of the report include the following: that multimedia counseling programs, procedures to reward academic achievement, data collection relating to absenteeism, dropouts, and suspensions, and the referral of disruptive students be continued; that student service committees be reactivated; that efforts be made to initiate work in the child abuse and neglect component of the project; and, that the design of the project be reviewed by an external evaluator before project start-up. (Author/RJ)

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FINAL REPORT

Public Schools of the District of Columbia

"Project Inspire"
ESEA Title III Evaluation

Office of Planning, Research and Evaluation
Division of Research and Evaluation

July 1976

Project Inspire

N.S. Contract No. 0683-AA-NS-O-GA

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I. Abstract

An evaluation of the "Project Inspire" program at Francis Junior High School was conducted. Review of documents, formal and informal interviews, questionnaires and direct observations were the methods used to assess the correspondence between the objectives of this program and its achievements. Analysis of the data yielded evidence that points to a program in which specific aspects of the program were implemented and objectives related to these aspects achieved. A few of the original program components were never started or started but not maintained. Decreases in funding level over the three years of the program, as well as goals that were unrealistic in line with funding level, seemed to be major reasons why certain aspects of the program were not implemented.

Raw data, findings derived from formal analyses of these data, conclusions, and recommendations to continue specific aspects of the program and modify others are provided in this Final Evaluation Report. A discussion of the role of the outside evaluator in relation to the internal evaluation team, with suggestions for upgrading the evaluation component of this and other educational programs, is also included in this Final Report.

II. Purpose

The purpose of this report is to provide information on the findings of the evaluation of the "Project Inspire" program. An important issue is the amount of correspondence between the objectives of the program and its accomplishments. A second central issue is the examination of the events or circumstances that influenced the achievement of program goals. A third issue is the techniques used in the implementation of the internal evaluation design. A fourth issue is the exploration of ways in which the outside and inside evaluation teams can collaborate to improve the evaluation of this program and educational programs in general.

III. Background

Francis Junior High School is located on the eastern border of the Georgetown area in the Northwest section of Washington, D.C. For the most part, the student population of Francis Junior High School is comprised of Black "inner city" youth who come from the mid-city ghettos of the Northwest section of Washington, D.C. Although a small number of families whose children have in the past attended Francis Junior High continue to live in the neighborhood, the majority of the families have moved away and their homes replaced by commercial developments, urban renewal projects, foreign legations, and high rise apartments. Thus, the majority of the students who attend Francis come by means of public transportation.

The "average" student who enters Francis Junior High School is deficient in reading, writing, arithmetic, oral expression, and other academic areas. This deficit is frequently compounded by a lack of interest in school and negative feelings toward social institutions and authority.

Truancy, frequent suspensions and habitual tardiness are often part of the overall picture of apathy and negativism. In 1970, concerned personnel at Francis Junior High examined the absenteeism, tardiness, and suspension records for the school and found that the records revealed alarmingly high figures in these three areas.

Concerned administrators at Francis Junior High School began to explore ways to better meet both the academic and personal adjustment needs of the Francis students. A program designed to provide compensatory education through the development of both individual and group self-appreciation was developed. It emphasized the affective domain of education and included opportunities to learn new skills and gain increased awareness of self. The program's goals would be to (1) strengthen the basic skills of the student, (2) motivate him to want to learn, (3) restore his confidence in himself by helping him become a successful person, (4) teach him respect for self and classmates, (5) develop a sense of individual and group power, (6) restore his youthful optimism, (7) destroy the ghetto-spawned retaliatory tendency to dehumanize others, and (8) make of school a pleasant experience throughout which the student feels important, responsible, and wanted. The authors of the proposal hoped that this program, entitled "Project Inspire", would be a positive step in turning the cycle of unsuccessfulness, unhappiness, hostility, and lowered performance in which many of the students find themselves.

The proposed components of this program are the following:

(1) the implementation of a comprehensive training program in the area of child abuse and neglect that would prepare teachers to identify and work more effectively with children who are the victims of child abuse. They would also be trained to work more effectively with the parents of these children;

(2) the implementation of a multi-media group counseling program that involves the entire school population; and

(3) the establishment of grade level student service committees that would fulfill important task roles in (a) the improvement of student achievement, (b) the cooperative structuring of behavior decisions, and (c) the improvement of attendance.

IV. Evaluation Design

The evaluation design included the development of hypotheses to be tested, the selection of the variables to be measured, determination of the quality of measurement, location of the sources of relevant data, processing of these data to obtain findings, and presentation of the findings, conclusions, and recommendations relevant to the evaluation of the program.

The basis for the development of the hypotheses to be examined and the selection of the variables to be measured came from several sources. One source was the description of the program provided to the evaluators by the D.C. Public Schools. Another important source was

discussions with the participants (Students, Teacher-Counselors, and Administrators) in the project. Other sources of hypotheses were suggestions available to the evaluators from their readings about and professional experience in the areas of group counseling, the treatment of the abused child and his/her parents, and the treatment of behavior problems.

The search for information concerning the correspondence between the objectives of the program and its achievements was organized around these hypotheses. Each of the hypotheses was examined by studying corresponding variables which were assessed by the use of questions designed to focus on one or more specific hypotheses. The hypotheses, with paraphrases from the original description of the program submitted to the D.C. Public Schools by the authors of the "Project Inspire" proposal and with examples of questions used by the evaluators in either the face-to-face interview, the paper and pencil questionnaire, or other procedures such as direct observation techniques, are presented below:

Hypothesis I (As stated in the Program Description)

The project will implement a comprehensive program in the area of child abuse and neglect that prepares teachers to:

(a) identify children who are victims of child abuse and and neglect,
(b) make proper referral of these children to other individuals or agencies for help, and
(c) work more effectively with such children in their classrooms and with the children's parents.

In order to achieve this objective, the project will provide preservice and inservice training for the project staff and regular staff, where appropriate and possible, directed toward helping all students of Francis Junior High School who have educational problems associated with child abuse and neglect.

This training will be conducted by:

(1) District of Columbia Public Schools Guidance Department
(2) The Psychiatric Institute Foundation (group psychotherapy, group counseling, group work training programs)
(3) District of Columbia Government
    (a) Department of Human Resources
    (b) Corporation Counsel
(4) Other appropriate consultants

The following questions, taken from the face-to-face interviews (Attachments A and B) and the paper and pencil questionnaires (Attachments C, D, and E) were among those used to determine whether the proposed program in the areas of child abuse and neglect was implemented:

Question 11 (School Personnel paper and pencil questionnaire). I have received training from Project Inspire personnel in the identification of children who are victims of child abuse and neglect.

Question 13 (Project Personnel face-to-face interview). One of the program objectives listed in the program description is the training of teachers to identify and work with students who are the victims of physical or emotional abuse by parents. What kinds of activities related to this objective have occurred to date?

Hypothesis II (As stated in the Program Description)

The project will implement a comprehensive multi-media group counseling program involving the entire student population that will help each pupil:

(a) discover meaning,
(b) develop increased commitment to a set of values, and
(c) offer opportunity to examine the conflicts among the many sets of values and viewpoints held by members of the society.

In order to achieve this objective, the project will include the organization of each homeroom into two or more analysis groups. These analysis groups will meet weekly, and more often as needed. They will be directed and supervised by a team of specially selected Teacher-Counselors.

The following questions, taken from the face-to-face interviews (Attachments A and B) and the paper and pencil questionnaires (Attachments C, D, and E), were among those used to elicit information relevant to whether a multi-media group counseling program with the objectives described in the program proposal was implemented at Francis Junior High School:

Question 10 (Teacher face-to-face interview). What kinds of issues are dealt with in the analysis groups?

Question 5 (Student face-to-face interview). Would you say that the majority of talking during the Project Inspire class is done by students or by the Teacher-Counselor?

Question 23 (Student questionnaire). Participation in the Project Inspire class helps me to think about who I am and what kinds of things are important to me.

Hypothesis III (As stated in the Program Description)

The project will significantly decrease

(a) the student dropout,
(b) tardiness,
(c) illegal absenteeism, and
(d) suspension rates.

In order to achieve these objectives (1) Student Service Committees will be established which wi. have as major foci the improvement of attendance and the cooperative structuring of behavior decisions and (2) procedures for referring disruptive students to the Project Inspire office and for compiling and distributing a list of all tardy and absent students to all staff members during the second or third period will be developed.

The following questions, taken from the face-to-face interviews (Attachments A and B) and the paper and pencil questionnaires (Attachments C, D, and E), were among those used to elicit information from program participants about this component of the "Project Inspire" program:

Question 30 (Student paper and pencil questionnaire). Students who belong to Student Service Committees help make decisions about methods for improving attendance, grades, etc.

Question 31 (Student paper and pencil questionnaire). If I get into trouble in class or in the hall, I will be sent to the Project Inspire office.

Question 16 (Teacher face-to-face interview). The program is designed to focus on the reduction of disruptive behavior, student tardiness, and absenteeism. Can you tell me what is being done in these areas?

Hypothesis IV (As stated in the Program Description)

The project will significantly improve

(a) classroom climates and
(b) student academic achievement levels.

In order to achieve the objective of significantly improving student academic achievement level, Student Service Committees will be established to fulfill important task roles in the improvement of student achievement. Procedures will also be established to reward academic achievement. Assemblies will be held in recognition of high scholastic achievement. Students will be awarded certificates and prizes for high scholastic achievements. Dances, field trips, and movies will be awarded to honor students. The honor roll will be on display each semester in the front lobby of the school.

One method geared toward improving classroom climates is the referral of disruptive students to the Project Inspire Office. This will allow classes to continue without major interruptions. The primary and general goal of the program, an increase in the taking of responsibility by students for their own educational process and the establishment of positive mental health structures, should, theoretically, have a positive effect on classroom climates.

The following questions, taken from the two face-to-face interviews, the student paper and pencil questionnaire, and the school personnel paper and pencil questionnaire (Attachments A, B, C, and D), were among those designed to measure whether such procedures were established and whether significant improvement in classroom climates and increase in student academic achievement levels occurred:

Question 48 (Student paper and pencil questionnaire). Doing well in my schoolwork means that I get to go on field trips and to movies with other students who have also done well.

Question 15 (Project personnel face-to-face interview). The program description lists recognition of academic achievement "through the awarding of prizes, certificates, field trips, etc.". Have such activities taken place?

Question 44 (Student paper and pencil questionnaire). I enjoy most of my classes.

Question 14 (School personnel paper and pencil questionnaire). The practice of referring a student who is disruptive in class to the Project Inspire office allows the class to continue with the least possible amount of interruption.

Hypothesis V (As stated in the Program Description)

The project will establish grade level service committees or councils from the elected Student Government Association that will fulfill important task roles in

(a) the improvement of student achievements,
(b) the cooperative structuring of behavior decisions, and,
(c) the improvement of attendance.

In order to achieve this objective, a Student Government Association, consisting of a group of schoolwide officers, a general representative assembly, and at least three service committees or councils, will be established. Project Inspire personnel will work actively with the Student Government Association and with the Student Service Committees.

The following questions, taken from the face-to-face interviews (Attachments A and B) and the student paper and pencil questionnaire (Attachment C), were among those used to determine (1) whether such grade level service committees were established and (2) if they fulfilled task roles in the specified areas:

Question 12 (Project personnel face-to-face interview). The program description lists Student Government Association and Student Service Committees as components of this project. In what ways have you or do you work with them?

Question 29 (Student paper and pencil questionnaire). Student Service Committees help make decisions about methods for improving attendance, grades, etc.

The evaluation suffers from a general problem in the design of projects such as this. The evaluation component, both inside and outside of the project, did not provide for necessary comparison and control groups and adequate before and after measures. A discussion of this general problem will be included in the conclusions section.

V. Evaluation Methods

Data sources were identified and data gathering methods were devised. The sources of information were (1) documents about the project, (2) student and staff participants of the project, and (3) the observation of ongoing project activities.

The search for information was organized around the hypotheses. Each of the data gathering procedures was used to obtain information about more than one hypothesis.

The face-to-face interview was the most informal way of asking a participant to tell about the project as he views it. From such interviews came a rich return of information as well as clues about how to build the more systematic paper and pencil questionnaires. The questionnaire facilitated the gathering of information from a large number of participants. It did not yield either the richness of detail or the discoveries of new ideas which are available from a two-person, somewhat structured conversation (e.g., a face-to-face interview). Direct observation techniques allowed the evaluators to obtain first-hand knowledge of the activities, materials, and interactions that had been read about and discussed with program participants.

A. Face-to-Face Interview

1. Purpose

The face-to-face interviews enabled the evaluators to obtain information about a variety of aspects of the program from a large number of participants. The student face-to-face interview facilitated the gathering of information about specific aspects of the program and how students view these aspects. The face-to-face interviews conducted with project personnel facilitated the gathering of information about (1) specific aspects of the program, (2) how project personnel perceive the program, and (3) how they view their roles and responsibilities in relation to the program as a whole.

The information obtained from the responses given during the face-to-face interviews served as a base for the development of the paper and pencil questionnaires.

2. Development

The project personnel face-to-face interview (Attachment B) was developed on the basis of (a) information about program objectives contained in the description of the program provided by the D.C. Schools Office of Planning, Research and Evaluation, (b) the hypotheses to be examined, (c) informal interviews with program participants conducted during the initial stages of the evaluation, (d) observations of participants' interactions and project facilities, and (e) earlier versions of the interview which were used to develop the final version of the face-to-face interview.

The student face-to-face interview (Attachment A) was developed on the basis of the sources listed above as well as direct observations of analysis groups and other program activities.

3. Description

The questions included in the project personnel face-to-face interview and the student face-to-face interview were designed in such a way as to maximize the kinds and amount of information obtained from the interviewee. The questions were open-ended, i.e., the interviewee was not presented with a choice of alternative responses, but was free to respond in his/her preferred fashion. Each question is relevant to at least one of the empirical a priori hypotheses.

4. Procedure

All members of the Project Inspire staff were formally interviewed. The Principal of Francis Junior High School was also interviewed. Interviews were conducted with 12 students. In addition, informal interviews were conducted with project personnel and with students as the evaluators interacted with them during direct observation activities.

All of the project participants (both student and staff) were interviewed individually. Most interviews were conducted by one interviewer, although in two instances two evaluators served as co-interviewers. Interview time for project personnel ranged from ten minutes to one hour, depending on speed or fullness of responses given by the respondent. Interview time for student interviews ranged from five to ten minutes. The setting of the interviews varied, with interviews conducted in the Project Inspire Office, the Project Inspire analysis group room, classrooms, and hallways.

5. Scoring

The responses received to the questions were catagorized according to relevance to the empirical hypotheses. They were analyzed accordingly.

B. Paper and Pencil Questionnaire

1. Purpose

The paper and pencil questionnaires were developed in order to make manageable and standardized the gathering of relevant information from a large number of participants. They also provided a reliability measure by making it possible to obtain two sets of responses for selected samples of respondents.

2. Development

The student paper and pencil questionnaire (Attachment C) was developed based on several sources: (a) a description of the program and its objectives, (b) the hypotheses to be examined, (c) information obtained during face-to-face interviews with participants, (d) observations by the evaluators of ongoing program activities, and (e) an earlier version of the questionnaire pretested during the current evaluation. This initial version of the student questionnaire, containing both untested questions and questions which had already been tested in face-to-face interviews, was administered to a subgroup of 29 participants. Feedback about the questions themselves from the respondents enabled the evaluators to revise and refine the questionnaire. Specific questions were added, deleted, or reworded; and the format of the section designed to elicit demographic information from the respondent was restructured.

The paper and pencil questionnaire (Attachment D) administered to the Francis Junior High School personnel was developed based on the sources listed above. This questionnaire was not pretested with a sample group of respondents. However, the questions are very similar to questions that were "tested" during interviews with project personnel.

The questionnaire (Attachment E) administered to the Immaculate Conception Academy (I.C.A.) school personnel is identical in format to the questionnaire administered to the Francis school personnel, with the exception of several questions that were ommitted because they were not relevant to the ongoing Project Inspire activities at the Immaculate Conception Academy.

3. Description

The questionnaire that was administered to the students contains questions with a Likert scale response format. The respondent was asked to choose among alternative responses that range in degree from an "All of the Time" to a "None of the Time" response. The questions deal with various aspects of the program such as the analysis groups and Student Service Committees. Emphasis is on the absence or presence of these activities as well as participants' views about participation in them.

The questionnaires administered to the school personnel also contain questions that deal with various aspects of the program and how such program activities were perceived by the respondents. The response format was designed so that the respondent chooses among "Yes", "No", or "Insufficient Information" response alternatives.

4. Procedure

An unrevised questionnaire was administered to a group of 29 students at Francis Junior High School. An evaluator administered the questionnaire to them during an analysis group class period. The time required to explain the purpose and response format of the questionnaire to the students and have them complete the questionnaire ranged from 15 to 20 minutes, with the differences resulting from various response speeds of the students. After the questionnaires were completed, questions designed to elicit feedback about specific questions and the response format of the questionnaire were posed by the evaluator.

The final version of the questionnaire was administered by the Project Coordinator and/or the Teacher-Counselors to the entire school population in groups, each ranging from 25 to 35 students. The setting for the administration of the questionnaires was either Room 305 (the Project Inspire analysis group room) or regular classrooms. Those students who were scheduled to have analysis group class during the morning were administered the questionnaire by their regular Teacher-Counselor during the Project Inspire class. Students in the analysis groups scheduled to meet during the afternoon were administered the questionnaire by the Project Coordinator during the morning. Although the evaluators are cognizant of the fact that this procedure resulted in a 20 minute interruption during an academic class period for some of the students, it was decided through consultation with the Project Director that the procedure described above would prove to be the least disruptive way to insure that all students be administered the questionnaire during the morning. This was viewed as important for several reasons: (1) it adds to the standardization of the test administration if the setting for and time of day of administration is the same or as similar as possible for all groups, and (2) children tend to perform better (possibly because of a decrease in energy level and alertness as the day goes on) during the morning than they do at the end of the school day.

Although the setting for the administration of the questionnaire differed for different groups of students, the classrooms and the Analysis Group Room seemed sufficiently similar in atmosphere, seating facilities, etc., to allow for the administration of questionnaires in both locations.

5. Scoring

The response formats of the paper and pencil questionnaires were designed in such a way as to facilitate computer processing. Each question and response was categorized according to one or more empirical a priori hypotheses and was analyzed accordingly.

C. Direct Observation

1. Purpose

Direct observations enabled the evaluators to gain first-hand knowledge of many of the aspects of the program listed in the description of the program and discussed during interviews with program participants.

2. Development

Readings about the program, initial discussions with program participants, and initial observations of program activities and participant interactions helped to acquaint the evaluators with various aspects of the "Project Inspire" program. It was then possible to develop a checklist of variables relevant to the evaluation that could be measured by direct observations. An observation form was developed that facilitated the observation by time and event sampling techniques of specific behaviors, activities, and materials relevant to these variables.

3. Description

The following aspects of the program were among those considered relevant to the evaluation of the program:

a. Child Abuse and Neglect Component
   (1) staff training relevant to this project component
   (2) records of referrals of children to agencies for help
   (3) interactions between teachers and children who are victims of child abuse

b. Multi-Media Group Counseling Program
   (1) availability to entire student population
   (2) use of audio and video equipment
   (3) issues dealt with during analysis groups
   (4) number of students per analysis group
   (5) physical facilities used for analysis group sessions
   (6) Teacher-Counselor behavior in the role of discussion leader

c. Student Government Association
   (1) establishment of Student Government Association
   (2) establishment of Student Service Committees
   (3) function of Student Service Committees
   (4) involvement of Project Inspire personnel

d. Attendance, Achievement, Disruptive Behavior
   (1) daily listing of absent and tardy students
   (2) display of honor roll in front lobby of the school
   (3) records of suspensions
   (4) procedures for dealing with disruptive students
   (5) procedures for recognition of achievement

e. Internal Evaluation
   (1) standardized tests used to evaluate student progress
   (2) pre and posttest data
   (3) cumulative records of absenteeism, tardiness, and suspensions

4. Procedure

The evaluators, either individually or with one co-evaluator, visited the Project Inspire Office (Room 108), the Project Inspire analysis group room (Room 305), classrooms, and other areas of Francis Junior High School as well as the Immaculate Conception Academy in order to make observations of activities, interactions, and materials relevant to the evaluation of the program.

Standard interval, time, and event sampling techniques were used. Notes were taken at the time of the observation. Observation forms were used to insure that the evaluators attended to specific behaviors and materials in addition to making general observations. The evaluators used discretion in their observation activities so that their presence disrupted what was going on as little as possible.

5. Scoring

Observations were catagorized according to their relevance to one or more hypotheses, and were analyzed accordingly.

D. Reliability of Measuring Instruments

1. Paper and Pencil Questionnaire

The final version of the paper and pencil questionnaire was administered twice to a subgroup of approximately 29 students. Since all questionnaires were taken anonymously, it was not possible to match questionnaire to questtionnaire. A comparison was made of the number and percentage of students who responded to specific questions during both the pre and the main administration. Table XVI presents a comparison of the responses given to these questions during the Pretest Administration with those given during the Main Administration. Examination of the responses showed that there was good agreement between the responses given to the majority of questions during the pretest and the responses given to these same questions during the main administration.

2. Direct Observations

The following procedures were used to determine interjudge agreement of direct observations. Initial observations of project activities, facilities, and participant interactions were made by two or more observers at the same time and place. Discussion of the observations made revealed a high level of agreement between and among observers as to specific behaviors, participant interactions, materials, etc. The small differences in observation reports were attributed to the fact that at times the standard event sampling technique was not in use and thus different observers might have been attending to slightly different interactions or materials during a specific time period. In general, however, the level of interjudge agreements was deemed sufficiently high to allow the observers to make further observations individually.

E. Validity of the Measuring Instruments

The validity of the measuring instruments used in the evaluation of the Project Inspire program was determined by analysis of the relations among responses given by the same groups of respondents to different measuring instruments. Interrelationships among the participants' responses elicited by questions from the face-to-face interview and paper and pencil questionnaires, and the direct observation data as reported by the evaluators supported the hypothesis that the various data gathering instruments were measuring the same variables. The relationship of these reports to the stated objectives of the project proposal supported the validities or meanings of the measuring devices used in this evaluation.

VI. Results

A. Introductory Remarks

Some general introductory remarks will be made about the results and then the results relevant to each hypothesis will be presented. The data to be presented below in this Results section indicate that the findings obtained from the measuring instruments showed a program that achieved a fair amount of what it had set out to do. Some of the program components described in the original proposal were implemented and have progressed nicely. Others were not implemented at all or were implemented but not maintained. Decreases in the number of personnel as a result of decreases in funding level over the three years of the project seemed to be one of the primary reasons why specific aspects of the program were not implemented.

There is a need for an increase in personnel resources and physical space available to the project. Additional effort needs to be directed toward modifying and adding to the procedures used to assess the effect of the program on students and the functioning of the program itself.

In general, the Project Inspire program shows good promise, and with adequate support and resources, could continue to provide a much needed service to junior high school students.

B. The Data Gathered

1. Face-to-Face Interviews

Three formal and numerous informal face-to-face interviews were conducted with project personnel. A formal interview was held with the Principal of Francis Junior High School. Twelve students were formally interviewed; several other students were interviewed informally as the evaluators interacted with them during direct observation activities. Formal telephone interviews were conducted with the parents of two seventh grade, one eighth grade and two ninth grade Francis School students.

The majority of the participants were willing to speak frankly about their experience with and feelings about the Project Inspire program. These interviews helped to increase the evaluators' understanding and knowledge about the various aspects of the program. They also served as a basis for the development of the paper and pencil questionnaires.

2. Paper and Pencil Questionnaire

a. Paper and Pencil Questionnaire Administered to Students

The paper and pencil questionnaire was pretested with a group of 29 students. Four hundred and eighty nine students responded to the revised paper and pencil questionnaire. Of these 489 students, the total number of female respondents (n = 250) was slightly larger than the total number of male (n = 224) respondents. Their ages ranged from 11 to 18 years, with the majority of students in the 13-14 year old category. The number of respondents who were in 7th grade (n = 180) and 8th grade (n = 181) was approximately equal. The total number of 9th grade respondents (n = 114) was slightly lower.

Ten students from the Immaculate Conception Academy (I.C.A.) who participated in the Project Inspire groups were asked to respond to the paper and pencil questionnaire. The questionnaires were left at the Immaculate Conception Academy, with the understanding that the completed questionnaires would be picked up by the evaluators. The evaluators were not able to follow up immediately on the questionnaires after leaving them at the Immaculate Conception Academy. All attempts by the evaluators to contact persons who might have information about the questionnaires was unsuccessful. Therefore the evaluators do not know whether the questionnaires were completed and do not have available any data from analyses of these questionnaires.

b. Paper and Pencil Questionnaire Administered to School Personnel

Twenty-nine school personnel (twenty-three Classroom Teachers, one Resource Teacher, one Counselor, three Administrators and one Librarian) responded to the paper and pencil questionnaire.

Analyses of the data from the responses to the questionnaires are presented in Tables I through XVII. The data were grouped according to relevance to specific program objectives or aspects of the program previously identified as relevant to this evaluation.

3. Direct Observation

Fourteen site visits were made to Francis Junior High School. During these visits, observations of Project Inspire activities were made by means of standard time sampling, interval, and event observation techniques. Among the observations made were interactions between students and teacher-counselors, Project Inspire class size and activities, procedures used for dealing with the disruptive student, interactions among project personnel, equipment, and the physical facilities. Test scores from standardized achievement and attitudinal tests were examined. Absenteeism, tardiness, suspension, and drop out records, as well as Project Inspire lesson plan folders, were examined.

C. Results by Hypotheses

The quantitative study of the five hypotheses was based upon data from the face-to-face interviews, telephone interviews, paper and pencil questionnaires, and direct observations. The results of these analyses were blended and discussed in relation to the relevant hypothesis.

Hypothesis I

The project will implement a comprehensive program in the area of child abuse and neglect that prepares teachers to:

(a) identify children who are victims of child abuse and neglect,
(b) make proper referral of these children to other individuals or agencies for help, and
(c) work more effectively with such children in their classrooms and with the children's parents.

The project proposed to provide pre- and in-service training for the project staff and, where appropriate and possible, to the regular school staff. This training would be directed toward helping all students of Francis Junior High School who have educational problems associated with child abuse and neglect. It would be

conducted by D.C. School Guidance Department, Department of Human Resources, The Psychiatric Institute Foundation, and other appropriate consultants.

Examination of the data to be presented below showed that none of the proposed aspects of the child abuse and neglect program component were implemented. The findings showed that no pre- or in-service training opportunities were available to project personnel or regular school personnel. It was learned from interviews that beginning steps toward tentative negotiation for the services of consultants who would provide in-service training in this area were taken, but negotiations were never completed.

Table I presents the number and percentage of Francis Junior High school personnel rating the occurrence of specific aspects of the program relevant to the reduction of child abuse and neglect. Examination of the table showed that 55% (16 of 29) of the respondents said (in response to Question 14) that they did not receive training from Project Inspire in the identification of children who are victims of child abuse and neglect. Three (all classroom teachers) of the 29 said that they did not have enough information to respond to the question. However, 31% (9 of 29) of the school personnel who completed the questionnaire said that they had received training in this area. When asked (by Question 15) whether they had received training in working more effectively in the classrooms and with the parents of children who are victims of child abuse and neglect, only 10 of the 29 respondents (i.e., 34%) said "Yes", while 17 of the 29 respondents (58%) said that they had not received such training.

A similar response pattern can be seen by examination of the responses given to Question 16: "I have received training by Project Inspire in making proper referral of children who are victims of child abuse and neglect to other individuals and agencies for help." Nine of the 29 respondents (31%) said that they had received such training, while 16 of the 29 (55%) said that they had not. Examination of the table showed that the percentage of "Yes" and "No" responses was roughly equal for all three questions relevant to child abuse and neglect with almost a 2:1 ratio of "no training received" to "training received" responses.

Since the findings relevant to this hypothesis that were obtained from other measuring instruments seemed to indicate that no pre- or in-service training opportunities were available to regular school or project personnel as a result of Project Inspire, a possible explanation for the affirmative responses given to these questions may be that the school personnel received such training at some point (not in connection with Project Inspire) in their careers. Perhaps they were saying, "Yes, I have had such training" rather than "Yes, Project Inspire has provided me with such training."

The findings derived from face-to-face interviews with project personnel and with regular school personnel showed that few or no steps toward implementing any part of Child Abuse and Neglect component as

described in the program description were taken during the life of the project.

It was learned through interviews with project personnel that the objective of "reducing child abuse and neglect through the provision to teachers of training in identifying, working with and referring abused or neglected children" was added to the list of objectives at the end of the first year of funding. It was incorporated into the second year proposal by project personnel because Child Abuse and Neglect had been identified by educators in general as a critical need area. It was felt that the chances of securing funds for the second year of the project would be increased by including it in the proposal and developing a program component in this area.

However, although funds were granted, Project Inspire was funded for the second year at a lower level (a decrease of almost 25%) than it was in Year 1 of its operation. It was learned from interviews with project personnel that this decrease in money, with the resulting decrease in the number of project personnel, made it difficult if not impossible to follow through with any of the proposed plans in the area of Child Abuse and Neglect.

Direct observation activities did not yield any evidence of any activities or documents that were part of the Child Abuse and Neglect component described in the program description. From interviews with project personnel it was learned that as of the time of the evaluation (the Spring of the third and last year of funding) no further plans were in the offing for the initiation of work in this area. It was also learned, however, that the project personnel expressed great concern for the plight of the abused or neglected child, especially the emotionally abused child. They seemed to feel that participation in the Project Inspire analysis groups provided these children with needed attention as well as the opportunity to be listened to and heard. They felt that in this way some small steps toward working with the abused child were taken as a result of this project.

Table II presents the number and percentage of students rating the occurrence of specific aspects of the Child Abuse and Neglect program component. Examination of the table showed that 349 of the 489 respondents (71%) said that they did not have a problem getting along with or being taken care of by their parents. Nineteen percent of the students said that they had experienced this problem over the past year. Since approximately 40% (195 students) said that Project Inspire helped them with this problem, it is reasonable to assume that at least 20% were not referring to help with a problem with their parents. However, they were saying that Project Inspire <u>helped</u> them. Although it is not possible to make any statements about help received or not received as reported by students in the area of child abuse because of the inconsistencies in the data, the responses to Question 40 indicated that the students seemed to say that Project Inspire helped them with some type of problem.

Table III presents the correlations between the questions from the student questionnaire that deal with the components of the program

relevant to the objective of the reduction of child abuse and neglect. Examination of the table showed that there is a high correlation (significant at the $p < .001$ level) between Question 40 (Project Inspire helped me with this problem) and Question 41 (Project Inspire helped me to find someone to help me with this problem).

In general, the evidence points to a program component that was planned but never fully developed or implemented. A primary reason why activities relevant to this hypothesis were never initiated seemed to be that the decrease in funding level resulted in the use of the available financial and personnel resources in areas that apparently were considered by project personnel to be of higher priority than the Child Abuse and Neglect program component.

Hypothesis II

The project will implement a comprehensive multimedia group counseling program involving the entire student population that will help each pupil:

(a) discover meaning,
(b) develop increased commitment to a set of values, and
(c) offer opportunity to examine the conflicts among the many sets of values and viewpoints held by members of the society.

The findings from the data to be presented below showed that good progress has been made toward achieving this objective. Small modifications were made in some aspects of the counseling program as described in the project description, usually as a result of limitations in the number of project personnel available to serve as Teacher-Counselors.

Table VI presents the number and percentage of students rating frequency of occurrence of aspects of the Project Inspire multimedia counseling program. Examination of the table showed that 87% of the students said (in response to Question 14) that they participated in a Project Inspire class at least "Most of the Time." Eighty-six percent said (in response to Question 15) that their Project Inspire class met every week at least "Most of the Time."

From interviews with project personnel and regular school staff, it was learned that all students at Francis School participated in Project Inspire classes and that each student met with his/her Project Inspire class (also called "analysis group") for a 50-minute period on a once-a-week schedule. These analysis groups were composed by organizing each homeroom into one or more analysis groups.

It was learned from interviews with project personnel that they felt that the analysis groups were larger in size and met less often than was originally proposed in the program description. The original concept of the Project Inspire analysis groups was taken from The Changing Curriculum in the American High School by Kimball Wiles and called for

each pupil spending five class periods a week in an analysis group that was composed of no more than 14 students. During the three years of the project's operation, several different time schedules for frequency of participation in analysis groups were established and modified to better meet students' needs and to fit in with the progressively decreasing number of Teacher-Counselors funded by the project. The schedule used for 1975-76 (once a week, 14 to 18 students per analysis group) was not considered by project personnel and regular school staff to be optimal, but was all that could be managed with the available personnel. It was learned that the Teacher-Counselors seemed to feel that if fewer children were in each group it would have been easier to use a more counseling-oriented approach and would have also facilitated the sharing of ideas and feelings. During observations of analysis groups, it was observed that the atmosphere, activities and issues dealt with during four of the five groups observed were closer to that of a classroom situation rather than a "group interaction" experience. Possible explanations may be that: 1) the large size of the analysis groups made it difficult to focus on certain issues and initiate specific types of interactions, and 2) the physical environment of a classroom, with rows of desks and much empty space, did not facilitate spontaneous talking and showing of feelings.

It was learned from interviews and direct observations activities that Project Inspire had only one small room that was available to be used for analysis groups and so found it necessary to hold half of the groups in regular classrooms. This system had several disadvantages--it did not provide an optimal environment for the groups, it did not give the student the message that "this is a different kind of activity than your classes, you can feel free to do different things here," and it did not give the Teacher-Counselors an adequate physical base of operations.

Further examination of Table VI showed that only 24% of the students said in response to Question 18 that they used movies, records, newspaper articles, and other things in their Project Inspire classes at least "Most of the Time." Forty-three percent said that they used these items only "Little" or "None" of the time. Project personnel reported using relevant teaching and counseling aids (e.g., newspaper articles, movies, questionnaires, etc.) to stimulate discussions. Examination of lesson plans developed by the Teacher-Counselors showed that many of the activities called for the use of different kinds of equipment and materials. One lesson plan was designed to allow students to choose a person whom they would like to be and pretend to be that person while being interviewed by another student; this called for the use of audio equipment. Interviews with students yielded the information that 8 of the 12 students interviewed remembered doing this exercise in the Project Inspire class.

One of the objectives of the Project Inspire classes was to help students "develop increased commitment to a set of values." Examination of Question 23 in Table VI showed that 86% of the students said that "Participation in the Project Inspire classes helps me to think about who I am and what kinds of things are important to me" at least "Some of the

Time". One hundred and forty-nine (35%) of these 420 students said that Project Inspire helps them to think about such things "All of the Time". Sixty-seven percent of the students said that Project Inspire classes were helpful to them at least "Most of the Time". Only 10% of the students who responded to the questionnaire said that the Project Inspire classes were helpful "Little" or "None" of the time.

Examination of Table VII, which presents the number and percentage of regular Francis School personnel rating the helpfulness of participation in Project Inspire groups, shows that 85% of the school personnel who have worked at Francis School at least 3 years said that "Participation in Project Inspire Analysis groups is helpful to students" (Question 13). Such endorsement is especially valuable since it came from persons who had sufficient contact with students and familiarity with the project to be able to rate its helpfulness, yet who were also presumably able to answer objectively since they were not personally involved in the project.

It can be seen from examination of the data presented in Table VI that the majority of students seemed to feel good about their participation in Project Inspire analysis groups and that the groups were geared to help the students in the areas specified in the Program Description. Table VIII presents the correlation between questions from the Student Questionnaire dealing with the analysis groups. It can be seen from examination of the table that there is a statistically significant ($p < .01$ and $< .001$) correlation between many of the questions (e.g., questions 14 and 24, questions 19 and 23, etc.). One can conclude that these questions were measuring the same variable, as they were designed to; thus it can be assumed that 1) the questions had convergent validity and 2) the students said good things about the overall Project Inspire analysis group program component.

Direct observations of five analysis group sessions were made. During one analysis group class observed, students were actively discussing the responses they had given to a questionnaire composed of "brain-teaser" questions designed to help them read more carefully and think about a question before responding to it. The first page of this questionnaire is included in this report as Appendix 1. During all of the classes observed, the students appeared to be quite comfortable with the Teacher-Counselor and with one another. There seemed to be a good rapport between the Teacher-Counselors and the students. (Further evidence of this good rapport was provided by data by face-to-face interviews with students. All twelve students interviewed said that they liked their Teacher-Counselors, that he/she was "neat", "listened to me", "understands", etc.).

It was learned that an outreach analysis group is led by Project Inspire Teacher-Counselors at the Immaculate Conception Academy, a parochial school located in the same neighborhood as Francis Junior High School. Every Wednesday morning, the Teacher-Counselors

worked with approximately 30 to 50 9th grade girls who volunteered to participate in the analysis groups. Since it was a voluntary activity, the composition of the groups varied with a small group of approximately 10 to 15 students who attended consistently. Interviews with the Guidance Counselor and the Acting Principal of the Immaculate Conception Academy yielded the information that the Teacher-Counselors directed their energies toward helping the students evaluate their goals and think about their values and behavior. The Immaculate Conception Academy personnel interviewed were extremely enthusiastic and very pleased with the Wednesday morning analysis groups led by the Project Inspire staff.

If the students were indeed helped by the Project Inspire classes to (a) discover meaning and (b) commitment to a set of values, it is reasonable to assume that they also experiencedan increase in their positive feelings about themselves and school. Table IX presents the number and percentage of school personnel rating an increase in students' positive feelings about self and school. Examination of the responses to Question 8 showed that 60% of the school personnel said that there was an increase over the past three years in the amount of positive feelings about school expressed by students. Seventy percent of the school personnel said in response to Question 9 that they noticed an increase over the past three years in the amount of positive feelings that students expressed about themselves.

One of the methods used by project personnel to obtain data on whether students' positive feelings toward school increased was through comparison of pre and posttest scores on the Scholastic Testing Service Youth Inventory. Thirty-eight items that dealt with specific school problems were administered to the students during the Spring and Fall of each of the three years of the project's operation. The assumption was made that a decrease in number of students who reported experiencing serious school problems indicated an increase in the number of students experiencing positive feelings about school. The project personnel analyzed the data by counting for all the 38 items the percentage of students who indicated that a particular item was a serious problem for them. (Four specific items, nos. 18 - 21 of the "My School" section of the STS Youth Inventory, were analyzed separately and were used to focus on students' feelings about their teachers since the project description specified that the Teacher-Counselors "will be warm, emotionally-mature" people.) A comparison was then made of the percentage of students who said during the pretest that they had serious problems. The data obtained from these comparisons that was provided to the evaluators by the Project Director are summarized in Table XVIII. Within each year of the three school years described ('73-'74, '74-'75, and '75-'76) there are pre and post measures presented. In each of the latter two school years a student's scores were included in that year's data only if his score contributed to both the pre and the post percentages; in this sense the pre and post data are made of matched pairs of data. Because of a reduction in available funds the students who were in 7th and 8th grades in the Spring of 1975

were not readministered the Youth Inventory in the Fall of 1975 when they were then 8th and 9th graders, respectively. The Spring 1975 scores were regarded as both post scores for the 1974-1975 year and pre scores for the 1975-1976 year. (Note. This type of saving was also done for the achievement testing in the Spring and Fall of 1974 and in the Spring and Fall of 1975.)

These internal evaluation data seemed appropriate to the question about positive feelings toward school. Comparison of corresponding numbers in the latter two years of the program suggest that there is attrition of students with more negative feelings toward school. For example, the 7th grade pre percent in 1974-1975 is 21 and the corresponding (i.e., generally the same group of students) 8th grade pre percent in 1975-1976 is 17. Similarly the 7th grade post percent for 1974-1975 is 10 and the 8th grade pre percent in 1975-1976 is, as stated above, 17. These two comparisons supported the guess that those with higher negative scores tended to drop out from tested groups of students progressing from one grade to the next. These data therefore supported the validity of the score derived from this Inventory, that it is a measure of (positive or negative) feelings toward the school.

The data, then, are of quality and relevance. However, because of an inadequate design we cannot attribute these score changes to the Project Inspire program components. The percents in Table XVIII are all generally in the favorable direction. Therefore, we can happily assert that something was right at Francis even though we cannot from the data say what it was that was right.

One of the disadvantages of the internal evaluation design is that, while differences in students' positive feelings can be measured, the lack of control and comparison groups makes it difficult to attribute any of these changes to Project Inspire. Even though it seems reasonable to assume that Project Inspire caused positive change, the changes that occurred cannot be definitely attributed to the project.

In general, then, the evidence showed that the multi-media counseling program was established and progressed nicely, given the limitations of project resources.

Hypothesis III

The project will significantly decrease:

(a) the student dropout,
(b) tardiness,
(c) illegal absenteeism, and
(d) suspension rates.

In order to achieve these objectives the project proposed to establish 1) student service committees that would focus on the improvement of attendance and the cooperative structuring of behavior

decisions, 2) procedures for referring disruptive students to the Project Inspire Office, and 3) procedures for compiling and distributing a list of all tardy and absent students to all staff members during the second or third class period.

The data to be presented below showed that: 1) Student Service Committees which focused on the improvement of attendance and behavior decisions were established during the first year of the project but not maintained after the end of the second year; 2) procedures for referring disruptive students to the Project Inspire Office were established; 3) a list of tardy and absent students as well as dropouts and suspensions was kept; and 4) Project Inspire personnel used the data from these records to determine whether decreases in student drop out, tardiness, illegal absenteeism, and suspension rates occurred.

Interviews with project personnel and regular school staff as well as examination of documents yielded the information that the Student Service Committees were established and did focus on the specified issues. They were not maintained past the end of the 1974-75 school year. It was learned from project personnel that they had no time because of their workload to devote to the meetings. It was learned that Student Service Committee meetings were not held during the 1975-76 school year. Further discussion of Student Service Committees can be found below under "Hypothesis V" of the Results section.

The findings from analyses of interviews with project personnel and students, the responses to paper and pencil questionnaires and direct observations indicated that procedures for referring disruptive students to the Project Inspire Office were established. Table X presents the number and percentage of school personnel rating the occurrence of procedures for referring disruptive students to the Project Inspire Office. Examination of the table showed that 86% of the school personnel respondents said (to Question 17) that they were familiar with the procedure required for the referral of a disruptive student to the Project Inspire Office. Table XI presents the number and percentage of students rating the frequency of occurrence of specific procedures relevant to the program objective of the reduction of disruptive behavior. Examination of the table showed that only a small group (26%) of students said in their response to Question 31 that if they got into trouble in class or in the hall they would be sent to the Project Inspire office "All" or "Most" of the time.

It was learned from interviews with the Project Director that the system for dealing with disruptive behavior was organized such that students who were disruptive were sent to specific places or persons according to grade level. Thus, technically only children from the 8th grade were sent to the Project Inspire office when they were disruptive, although in actuality the project personnel intervened in situations involving a non 8th grade student if they thought it necessary to do so. Inspection of Table XII, which presents the

number and percentage of children by grade who said that they were referred to the Project Inspire office when being disruptive, showed that more 8th graders (36%) said that they were referred to the Project Inspire office "All" or "Most" of the time as compared to the percentage of 7th graders (23%) and 9th graders (18%).

It was from interviews with project personnel and from examination of Project Inspire records that a daily listing of tardy and absent students was compiled during the 1975-76 school year. These lists were bound into a notebook and used by the Project Director to determine whether a decrease in the absenteeism and tardiness rates occurred. A list of suspensions and the names of students who dropped out were also kept for the 3 years of the Project's operation. The way in which these data were analyzed by project personnel was to compare the number of absences per month during September 1975 to January 1976 with the number of absences per month during February to June 1976. A more appropriate way to look at these data would be to compare like months with like months. Since in the normal course of things one would predict that more students would be absent in May than in October, a comparison of May of one school year with May of another school year would provide a more valid measure. Similarly, tardiness, suspension and drop out records for the 1975-76 school year could be compared with records from preceding years in order to determine whether a change occurred in these areas.

It was learned that daily listings were not bound into booklets during the 1973-74 and 1974-75 school years, although listings were kept by the school. These less formally kept data were gathered and processed more informally and, according to the Director of Project Inspire, are not accurate enough for analysis. Because these data may not be accurate, it is difficult to compare data from year to year (e.g., 1975-76 attendance records with 1974-75 attendance records). It is therefore difficult to determine whether a reduction in absenteeism, tardiness, drop out and suspension rates occurred.

Table XV presents the number and percentage of school personnel rating the frequency of occurrence of aspects of the Project Inspire program relevant to reduction in absenteeism, tardiness and suspension rates. Examination of the responses to Question 10 showed that 65% of the regular school personnel said that they thought the illegal absenteeism rate decreased over the three years of the project. Seventy-five percent of the regular school personnel said in response to Question 11 that they thought the tardiness rate decreased over the three years of the project's operation.

In general, the evidence showed that Project Inspire established the majority of the procedures that it proposed as methods of decreasing student drop out, tardiness, illegal absenteeism and suspension rates. Project personnel compiled lists and collected other relevant data for use in their assessment of whether these rates decreased over the past three years. Some of these data were kept and collected more informally than other data. Further attention

needs to be directed toward insuring that all future data collection and maintenance procedures yield data that is usable.

Hypothesis IV

The project will significantly improve:

(a) classroom climates and
(b) student academic achievement levels.

In order to achieve the objective of significantly improving student academic achievement level, the project proposed to establish student service committees to fulfill important task roles in the improvement of student achievement as well as to establish procedures to reward academic achievement. Among the procedures designed to reward academic improvement listed in the description of the program were the display of the honor roll in the front lobby of the school and the awarding of honors and certificates to students who did well academically.

The data to be presented below showed that student service committees were established. The evaluators were not able to learn whether they fulfilled task roles in the improvement of academic achievement. Procedures were established to reward academic achievement. Procedures were established to deal with disruptive children in a way that should have allowed classes to continue with the least amount of interruption and thus should (theoretically) have improved classroom climates. Procedures were developed, and used throughout the life of the project, to determine whether any changes in student academic achievement level occurred during the time period from September 1973 to June 1976.

As mentioned in the discussion of the results relevant to Hypothesis III, student service committees were established but not maintained. Examination of documents and interviews with project personnel did not yield evidence (e.g., reports from meetings, student recommendations, etc.) that the Student Service Committees addressed themselves to the issue of the improvement of academic achievement. However, no evidence was found that supports the hypothesis that they did not work in the area of academic improvement.

It was determined from interviews and examination of project records and brochures that specific procedures were established to reward academic achievement. An end of the school year awards assembly was organized by the Project Inspire staff. At this assembly, those students with high scholastic achievement were recognized. Other ways in which academic achievement was recognized were: letters of commendation were sent to student's parents, students who earned a B average went on a trip to the Ringling Brothers, Barnum and Bailey circus. Academic improvement was also supported by the following program, which also provided support to other program components and objectives of Project Inspire. If a section of students had 100% attendance during one day during the week, the whole section was allowed to go home 15 minutes early on Friday. Another example

of how academic achievement as well as good behavior was rewarded was the policy of requiring students to earn the privilege of watching a Student-Teacher Volleyball game sponsored by Project Inspire. In order to attend the game, students had to attend class, behave properly, do their homework, etc.

It was learned from direct observations that academic achievement was emphasized in the Project Inspire classes through discussions concerning the importance of doing well in school, exercises designed to teach students how to take tests, read carefully, etc. The Teacher-Counselors themselves probably served as models for the students. They are people who have successfully gone through the educational system, and as one student interviewed said, are "regular guys". Examination of Table XVII, which presents the number and percentage of students expressing positive feelings toward school, showed that 68% of the students in response to Question 27 said that they liked and respected their Teacher-Counselor "All of the Time". Another 18% said that they liked and respected their Teacher-Counselor "Most of the Time". The fact that these Teacher-Counselors, who were well-liked and respected by students, were available to students to discuss academic problems, provide help with schoolwork, and just listen to the students while at the same time upholding a standard of academic success probably served as a strong reinforcer for academic achievement.

Table XIII presents the number and percentage of students rating the frequency of occurrence of aspects of the program relevant to the rewarding of academic achievement. Examination of the table showed that 65% of the students in response to Question 34 said that if they earned good grades they would be rewarded in some way at least "Most of the Time". Sixty-six percent of the students answered affirmatively when asked by Question 48 if doing well in school meant that they were allowed to go on field trips and to movies with other students who had also done well. Examination of Table XIV showed the correlation between these two questions to be statistically significant ($p < .01$).

A strong incentive for academic effort and resulting academic achievement is the feeling that one is responsible for one's own learning. All too often children in our educational system feel that they are without power, unimportant, and unable to effect any change in the system or make any choices. It can be seen from examination of Table XV (Question 37) that 33% of the Francis students said that they had some responsibility and some power in determining what they learned and did at Francis Junior High "All of the Time". Twenty-nine percent of the students said that this was true "Most of the Time" and an additional 20% said it was true "Some of the Time". These feelings of responsibility and power are extremely important. Even if the finest educational curriculum, excellent materials and top-notch teachers are available, a student who is not given any power or responsibility cannot be expected to succeed. One of the goals of the Inspire program was to increase

students' responsibility for their own educational process. The responses given by students to Question 37 indicated that students did feel some responsibility for their educational process.

Direct observations showed that the honor roll was on display in the front lobby of the school. A student who earned good grades was thus able to proudly point to his/her name. The evaluators feel that this method of rewarding good work reinforces academic achievement.

It was learned from interviews with project and regular school personnel that they felt that academic achievement had increased over the past three years. The evaluators also determined from these interviews, examination of records, and direct observation activities that the project personnel used a formal diagnostic test, the Scholastic Testing Services Educational Development Series Achievement Test (Form R), to measure whether a change in academic achievement occurred during the three years of the project's operation. The Scholastic Testing Services (STS) Achievement Test was administered to students in December 1973, May 1974, May 1975, and April 1976. The test scores from the December 1973 administration were used as baseline or pretest data for the students. Each student's score from the May 1974 administration was then compared with his/her score from the December 1973 administration in order to determine if any change occurred. No STS Achievement Test was administered during the Fall 1974. This meant that no pretest data was available for students who entered Francis in September 1974 until May 1974. Without both pre and post data it is impossible to determine whether change occurred. Let us say that Boy A entered Francis Junior High School in the Fall of 1974. He was administered the STS Achievement Test in May of 1975. The scores from this administration were used as his baseline or pretest data, even though he had been at Francis School for a period of 9 months. It would thus be impossible to determine whether any change in his academic achievement occurred until April 1976, almost two full school years after he entered Francis Junior High School.

It seems desirable to administer the STS Achievement Battery twice a year - in the Fall and the Spring of any given school year. In this way, much needed data would be available more quickly and could be used to evaluate the project. Project Inspire may have shortchanged itself by not obtaining data in academic achievement as early in the life of the project as possible. The evaluators feel that the gathering of evaluative data is of utmost importance in this and other projects, and that all possible means should be used to earmark project money and project personnel time to collect sufficient data.

In general, the evidence shows that the procedures described in the Program Propsal designed to increase academic achievement were a part of the Project Inspire and the regular school program. A

formal diagnostic achievement test was used to assess changes in academic achievement over the lifetime of the project. Although this test was administered twice a year (Fall and Spring) during the first year of the project, it was administered only in the Spring of the second two years. An increase in the frequency of administration of the Achievement Test from once to twice a year would facilitate the gathering of sufficient data for the evaluation of this program objective.

Hypothesis V

The project will establish grade level service committees or councils from the elected Student Government Association that will fulfill important task roles in:

(a) the improvement of student achievement,
(b) the cooperative structuring of behavior decisions, and
(c) the improvement of attendance.

The data to be presented below showed that Project Inspire was instrumental in establishing and working with Student Service Committees during the first two years of the project. Project Inspire personnel did not work with the Student Service Committees during the 1975-76 school year. Although they were not directly involved with either the Student Government Association or the Student Service Committees, Project Inspire did continue to support various school activities during the 1975-76 school year.

It was learned from interviews with the regular Francis School staff and project personnel that Project Inspire was instrumental in helping to form the original Student Government Association during the 1973-74 school year. During this year Student Service Committees, composed of the elected homeroom representatives and alternates from the Student Government Association, were also formed. Each of the three grade levels (7th, 8th, and 9th) had its own service council. Each council, which met once a week, was directed by a Project Inspire Teacher-Counselor who had been assigned to work with a particular grade level council. Examination of documents (e.g., the Project Inspire 1973-74 Internal Evaluation Report and brochures) and interviews with project personnel yielded the information that these Student Service Committees discussed and made recommendations in the areas of behavior decisions, attendance, and student achievement. Some of the recommendations concerned suggested action to be taken by school officials when dealing with students' disruptive behavior, class cutting, etc. As mentioned above, the Student Service Committees were not active during the 1975-76 school year. However, during previous school years they met regularly on a variety of issues. It was learned from interviews that the Student Service Committees were partially responsible for the development and organization of the various school clubs (e.g., Chess, Tennis, Babysitting) that met weekly during the school year. Although during the 1975-76 school year Project Inspire personnel had no formal responsibilities with the Student Government

Association or with Student Service Committees, they did support the school clubs in various ways (e.g., one of the Teacher-Counselors worked with the Chess Club and another Teacher-Counselor and the Project Director served as coaches for a volleyball game between female students and female teachers).

Table IV presents the number and percentage of students rating the occurrence of program activities relevant to the objective of the establishment of Student Service Committees and their fulfillment of task roles in the areas of behavior, attendance, and academic achievement. Examination of the table showed that a relatively larger number of students did not respond to Questions 29 and 30 (40 and 44, respectively) as compared to other questions. A possible reason why "No Response" was so popular was that students were unfamiliar with the phrase "Student Service Committees" and thus felt that they did not have sufficient knowledge to respond with a frequency of occurrence response. Further examination of the table showed that 28% of the students in response to Question 29 said that Student Service Committees were held regularly as part of Project Inspire at least "Most of the Time". Thirty-five percent said that Student Service Committees were held regularly "Little" or "None" of the time. If the number of endorsements for "All", "Most", and "Some" of the time ($n = 275$) are grouped together and compared to the number of endorsements for "Little" and "None" of the time and "No Response" ($n = 214$), it can be seen that they are fairly close in number. The data seemed to indicate that approximately half of the students said that Student Service Committees were held regularly and the other half of the respondents said that they were not.

Since student service committees did meet regularly, as the evaluators determined from interviews and examination of documents, during the first two years of the project, it may be that 8th and 9th graders (who had been at Francis for two and three years respectively) were saying words to the effect that "Yes, the Student Service Committees existed"and 7th graders (who had been at Francis only during the 1975-76 school year when the Committees did not meet) were saying "No, they did not exist". Table V presents the number and percentage of students in each grade who rated the frequency of occurrence of Student Service Committee meetings. Statistical analysis (Chi Square) showed that there was a significant difference ($p < .001$) in the responses to Question 29 given by 7th, 8th and 9th graders. Inspection of the table seemed to indicate that the 7th graders said that the Student Service Committees were held more frequently than did the 8th and 9th graders. In fact, the 9th graders, the majority of whom were attending Francis during the 1973- and 1974 school years and who might be expected to have had more personal experience with the Student Service Committees, were the most conservative in their endorsements of the frequency of the meetings of the Student Service Committees.

The students' endorsements of the frequent occurrence of Student Service Committee meetings seemed inconsistent with the findings relevant to this aspect of the program derived from other data

gathering instruments (e.g., interviews, direct observations, examination of documents). The majority of data indicated that Student Service Committees were established and were directed by Project Inspire personnel during the 1973-74 and 1974-75 school years, but that these committees were no longer active at the time of the evaluation. The evaluators learned that one of the primary reasons why Project Inspire personnel were not involved with these Committees during the 1975-76 school year was that their work load was too great to allow them to undertake additional responsibilities. The decrease in the number of project personnel from the first to the third year of its operation limited the number of activities that the project could involve itself with at any one time. While the inability of the project to continue to be involved with Student Service Committees was understandable in view of the many demands made on few project personnel, it was unfortunate that it was necessary to abandon an activity as beneficial to students as the Student Service Committees appeared to have been.

VII. Conclusions

A. By Hypothesis

Hypothesis I

The project will implement a comprehensive program in the area of child abuse and neglect that prepares teachers to:

(a) identify children who are victims of child abuse and neglect,
(b) make proper referral of these children to other individuals or agencies for help, and,
(c) work more effectively with such children in their classrooms and with the children's parents.

No pre- or in-service training opportunities sponsored by Project Inspire were available to project personnel or regular school personnel. Some beginning steps toward tentative negotiations for the services of consultants who would provide in-service training in this area were taken, but such negotiations were never completed.

The Child Abuse and Neglect component of Project Inspire was not included in the original proposal but was added at the end of the first year of funding in the hopes of making the project more eligible for refunding. Project personnel recognized the need for emphasis on the prevention of child abuse and neglect. Although they felt that some gain in this area was realized by providing the emotionally abused child with much needed attention and support through participation in Project Inspire classes, they felt that more direct intervention was necessary.

It appears that one of the primary reasons why project activities in this area were never started was that the decrease in project funding level, with the resulting need for decrease in project

personnel, made it necessary to use the available financial and personnel resources for the maintenance of program components that had already been implemented.

Hypothesis II

The project will implement a comprehensive multi-media group counseling program involving the entire student population that will help each pupil:

(a) discover meaning,
(b) develop increased commitment to a set of values, and
(c) offer opportunity to examine the conflicts among the many sets of values and viewpoints held by members of the society.

The multi-media counseling program was established and progressed nicely. Small modifications were made in some aspects of the program. Each student participated in a Project Inspire class for a 50 minute period on a once a week basis. Each Project Inspire group was comprised of 14 to 18 students. It would be desirable to decrease the number of students (optimal number might be approximately 8 students per group) and increase (perhaps twice a week rather than once a week) the frequency with which the group meets. These changes might facilitate a group interaction experience as opposed to a classroom oriented experience and might also provide the frequent support needed to maintain new behaviors. The Teacher-Counselors appeared to be warm, understanding people who were well-liked by the students and who had a good rapport with them. The Project Inspire classes seemed to focus on issues that were relevant to the objective of helping students discover meaning, commitment to a set of values, and the opportunity to examine conflicts among sets of values. The majority of students seemed to like the Project Inspire classes and to feel that they were helpful to them. The majority of the regular school personnel of Francis Junior High School also felt that the Project Inspire classes were helpful to students.

Additional physical space to be used for another Project Inspire classroom and office space for each Teacher-Counselor would be helpful. If the project had the full-time use of one additional room, then each Teacher-Counselor could hold Project Inspire groups in a room that was designed for a counseling group session rather than a classroom. The use of an additional room would also provide each Teacher-Counselor with a formal "base of operations".

Project Inspire personnel led analysis groups at a neighborhood parochial school as part of an outreach-community liaison program. The school personnel from this school were extremely pleased with the services offered by the Project Inspire personnel.

Hypothesis III

The project will significantly decrease:

(a) the student drop-out,
(b) tardiness,
(c) illegal absenteeism, and
(d) suspension rates.

Student Service Committees which focused on improving attendance and increasing students' input into behavior decisions were established during the first year of the project's operation. These Student Service Committees were not maintained past the end of the second year of the program. While they were active, they made numerous recommendations in the areas of appropriate student behavior and school regulations.

Procedures were established for referring disruptive students to the Project Inspire office and for dealing with inappropriate student behavior in ways other than by immediate suspension.

A daily listing of tardy and absent children was compiled by the Project Director during the 1975-76 school year. Absenteeism and tardiness records were also available for the 1973-74 and 1974-75 school years, although they were not collected and kept in the same fashion as were the 1975-76 lists. Thus, these less formally obtained and kept data were not, according to the Project Director, as accurate as the 1975-76 records.

In order to determine whether the absenteeism rate decreased, project personnel compared the number of absences during the first half of the 1975-76 school year with the number of absences during the second half. A more appropriate way to determine whether the absenteeism rate decreased would be to compare the Fall of 1975 absenteeism rate with the Fall of 1974 absenteeism rate. By comparing like months, one can better control for seasonal fluctuations in rate of attendance.

Records of the student drop out and suspension rates were also kept for all three years of the project's operation. The Project Director planned to use these data to determine if any change occurred in these areas during the life of the project.

Hypothesis IV

The project will significantly improve:

(a) classroom climates, and
(b) student academic achievement levels.

Procedures were established to deal with disruptive children in a way that allowed classes to continue with the least amount of interruption. Procedures were established to reward academic

achievement. Among them were awards assemblies at which certificates were awarded to students who had earned good grades or behaved appropriately in class, field trips to the Ringling Brothers Barnum and Bailey circus and letters of commendation which were sent to the parents of students who did well academically. The honor roll was on display in the front lobby of the school.

Student Service Committees were established during the first year of the project. They were active throughout the first two years of the project, but were not maintained during the third year. The evaluators were not able to learn whether these committees addressed themselves to the improvement of academic achievement. However, it was determined that these committees fulfilled task roles in other areas specified in the program proposal, so it is not unreasonable to assume that they did do work in the area of improving academic achievement.

The majority of students seemed to feel some responsibility for their own learning. One of the goals of the Inspire program was to increase students' responsibility for their own educational process. Although no baseline data or data from a control group were available with which to compare the percentage of students who felt responsibility for their own learning at the end of the project with those who felt such responsibility prior to the start of Project Inspire, it is important to note that one of the goals of the project is, in fact, a reality. It would be helpful to be able to determine whether an increase in students' taking of responsibility for their own learning occurred as a result of Project Inspire. A further discussion of this issue will be presented in Part B of this Conclusions section, " Discussion of the Role of Evaluators, " that follows on pages 34-36.

The Scholastic Testing Service Educational Development Series Achievement Test (Form R) was used to assess academic improvement. It was administered to students during the Fall and Spring of the first year and thereafter only in the Spring of the second and third year of the project's operation. While the test chosen was appropriate for the purpose it served, increasing the frequency of its administration from once a year to twice a year (i.e., Fall and Spring) would provide project personnel with additional data and more immediate feedback on changes in students' academic improvement.

Hypothesis V

The project will establish grade level service committees or councils from the elected Student Government Association that will fulfill important task roles in:

(a) the improvement of student achievement,
(b) the cooperative stucturing of behavior decisions, and
(c) the improvement of attendance.

Project Inspire was instrumental in establishing and working

with Student Service Committees during the first two years of the project. These Student Service Committees discussed and made recommendations in the areas of behavior decisions and attendance.

Project Inspire personnel did not work with the Student Service Committees during the 1975-76 school year, although they did continue to support other school activities. One of the primary reasons why project personnel did not work with the Student Service Committies during the 1975-76 school year was that the decrease over the three years of the project increased the workload of the remaining project personnel. These personnel therefore needed to order their priorities in terms of the number of activities they could become involved with in a given school semester. However, the loss of so valuable an activity as these Student Service Committees is regrettable.

B. Discussion of the Role of Evaluators

As stated in Section A above, one of the disadvantages of the Project Inspire internal evaluation is that it did not allow for the determination of causal relationships between specific program activities (or even the program in general) and student progress or achievement. The evaluators have determined that (a) Project Inspire implemented some of the program components described in the Project Inspire proposal, (b) Francis Junior High School students participated in project activities, and (c) some changes in student achievement, attendance rates, etc. may have occurred. But it is not known whether (c) was a result of (a) and (b), that is, that participation in certain program activities resulted in improvement in, for example, academic achievement.

What is needed in order to make such a determination is the use of control and comparison groups. That is, some students would participate in Project Inspire activities and others would not; they might perhaps be placed on a waiting list control to be admitted to the activities later. Comparisons of the progress of these two groups of students after a specific time period could then be made. The students who did participate in the program at Francis Junior High called "Project Inspire" might have changed in ways (hopefully, positive ways) that the students who did not participate in these activities did not. This would then tell the researcher that participation in the Project Inspire program results in changes in specific behaviors in students. With enough eligible students, different patterns of activities could be offered to several groups of students.

Such an evaluation design could be taken a step further. A design could be developed that would facilitate the determination of which, if any, of the different components of the program (i.e., the multi-media counseling, the student service committees, etc.) are effecting students in specific ways. For example, let us suppose that the students at Francis Junior High School were randomly assigned to different groups. One group would participate only in the Project

Inspire classes. Aside from participation in these classes, their school day would include only activities that were part of the regular school program. Another group would participate only in the regular school program. A third group would participate in the Student Service Committee component, and so on. An alternative would be to introduce analysis groups into some junior high schools, student service committees into others, etc. By comparing the differences and similarities among these groups, we could determine whether a specific program component (or set of components) was beneficial to the students.

Such an evaluation design, although not complex, requires much forethought, planning, and coordination among schools and school officials. A plan for the development and implementation of such an evaluation design must be constructed early in the life of the program. It should, in fact, be developed well before the program begins.

This is an area where a coordinated effort on the part of the inside and outside evaluation teams can be most beneficial. An internal evaluator has the opportunity to do an in-depth and sensitive study because of his closeness to and familiarity with the project. An even more important reason for the special role of the inside evaluator is that, being part of the team that designs and operates the project, he can be sure that the design and operation of the project permits a meaningful evaluation. For example, care is taken (1) to define comparison and control groups, (2) to obtain crucial measures before the start of the program, and (3) as appropriate, to make provision for these measures after the end of the program.

There is a need for the services of the outside evaluation consultant, who can serve in an advisory capacity during the initial planning and development of the program and can assist the inside evaluator in determining whether program guidelines are being met and objectives achieved. The emphasis, however, must be on the development of a working relationship early in the life of the program so that the necessary coordination between the inside and outside evaluation components occurs.

If the project personnel has not obtained consultation on internal evaluation before the start of the project, a special responsibility is placed upon the first external evaluator of that project. There should be as part of the workscope of that external evaluator not only reactions to the internal evaluation but also consultation regarding it. It should be noted, however, that, this is but a poor substitute for in-depth consultation about the overall design of a project. Attention to design before the project begins will provide to the D.C. Public Schools answers to such questions as, "Was this program useful to the students?" and "What parts of the program were useful?"

The evaluators' general belief, based upon review of the reports of the Project Director and of an earlier external evaluator, is

(1) that probably the students were not hurt by the program and perhaps were helped and (2) that much of the data needed to support these statements were not available because of design problems in this project.

VIII. Recommendations

1. Continue with multi-media counseling program. Increase the number of times per week that each student participates in a group. If each student met with his/her group twice a week, additional support for new behaviors could be provided. Decrease the size of groups so that the maximum number of students per group is ten. Both of these recommendations presuppose, of course, that there are sufficient Project Inspire personnel to lead these groups.

2. Continue with the procedures designed to reward academic achievement. Continue with the administration of the Scholastic Testing Service Achievement Test. Increase the frequency of administration from Fall of each school year to Fall and Spring of each school year.

3. The Student Service Committees should be reactivated. They should continue to focus on the areas of academic achievement, behavior decisions and the improvement of attendance.

4. Continue with the collection of data relevant to student absenteeism, drop-out, and suspensions. Compare data with preceding years' data to determine whether changes occurred.

5. Continue with procedures designed to refer disruptive students to the Project Inspire Office. In order to insure that the time in the Project Inspire Office is spent in a productive fashion, the student should continue to be given an assignment appropriate to the academic lesson he/she would be doing in the classroom.

6. Every effort should be made to initiate work in the Child Abuse and Neglect Component of the Project Inspire program.

7. When program objectives are being developed and/or reassessed consideration should be given to what seems realistic in terms of available resources. For example, if there is a decrease in funding level during the life of the project, then there should be a reassessment as to what program objectives can realistically be achieved. In this way, program priorities can be determined and energies focused on high priority areas.

8. The design of the project should be reviewed by an external evaluator before the project is started, in fact as it is first submitted as a proposal to the D.C. Schools. If the project is funded, the external evaluator should be retained during the life of the project as a consultant and a monitor and should share responsibility to provide D.C. Public Schools with causal

statements about what program components benefit students in what ways. A proper design may necessitate delaying the start of a program until a number of aspects are all in "Go" status. These aspects include space, materials, personnel, cooperating agencies, comparison schools, etc. Note that the preceding recommendations could, if followed, be operated to yield comparison group data which, if properly designed, could give information about any beneficial effects of these program components.

IX. Summary

An evaluation of the "Project Inspire" program at Francis Junior High School was conducted. Review of documents, formal and informal interviews, questionnaires, and direct observations were the methods developed and used to assess the correspondence between the objectives of the program and its accomplishments.

All members of the Project staff were interviewed. The Principal of Francis Junior High School was also interviewed. Formal interviews were conducted with 12 students. Various other students were interviewed informally. Telephone interviews were conducted with the parents of Francis Junior High School students. The Acting Principal and the Guidance Counselor of the Immaculate Conception Academy were also interviewed. A paper and pencil questionnaire was administered to the majority of students. A similar questionnaire was administered to regular faculty of Francis Junior High. A questionnaire was administered to a randomly selected group of Immaculate Conception Academy students. Direct observations of Project Inspire class activities, procedures used in dealing with disruptive students, participant interactions, materials, equipment, and the physical facility were made.

The findings derived from formal analyses of available data showed a program that made good progress toward achieving some of its objectives. Several of the program components relevant to the orginal objectives were not implemented or were implemented but not maintained. Decreases in funding level over the three years of the program, as well as goals that were unrealistic in line with funding level, seemed to be the major reasons why certain aspects of the program were not implemented. An area that needs additional attention is the internal assessment of the effect of the program on students as well as of the functioning of the various components of the program. A discussion of ways of improving the evaluation of this program and programs in general, with emphasis on the role of the outside evaluator as consultant to the inside evaluation team, is included in this report. The results of the analyses of the data, conclusions and recommendations to continue some of the practices while modifying others are provided in this final evaluation report.

Attachments

Attachment A

FRANCIS JUNIOR HIGH SCHOOL/IMMACULATE CONCEPTION ACADEMY

"PROJECT INSPIRE"

STUDENT FACE TO FACE INTERVIEW

Date: Interviewer:

Time Start: _____ End: _____

Age:

Sex:

Month/Year Entered Francis/I.C.A.

Section:

Teacher/Counselor's Name:

1. Can you tell me what you know about the program entitled "Project Inspire" here at Francis Junior High/Immaculate Conception Academy? For instance, what is it trying to accomplish?

_____

_____

_____

2. How often do you meet with your Project Inspire class?

_____

3. What kinds of activities do you do during the Project Inspire class?

_____

_____

_____

4. What kinds of issues are discussed during the Project Inspire class?

_____

_____

5. Would you say that the majority of talking during the Project Inspire class is done by students or by the teacher/counselor?

_____

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6. If you were having a problem that was related to school or a friend, would you feel comfortable bringing it up during a Project Inspire class? Why or why not?

If not there, then where?

7. What do you think about the Project Inspire classes? What do you like about them? What do you dislike about them?

8. Has your opinion of the Project Inspire classes changed in any way since you first began participating in them?

9. Would you say that participating in the Project Inspire class has helped you (or harmed you) in any way?

10. Do you know anything about student service committees here at (Francis Junior High School/Immaculate Conception Academy)?

What do you know about them?

11. Are you now, or have you ever been , a member of a student service committee here at Francis Junior High School/Immaculate Conception Academy?

12. What kinds of things do members of student service committees do?

13. Do you feel that you have some responsibility for, or power to decide, what kinds of things you will learn or what happens to you here at (Francis Junior High School/Immaculate Conception Academy)?

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14. Is school different in any way for you now that Project Inspire activities are part of this school?

_____

_____

15. Is there anything else that you would like to tell me about Project Inspire or about this school in general?

_____

_____

_____

_____

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Attachment B

FRANCIS JUNIOR HIGH SCHOOL

"PROJECT INSPIRE"

Project Personnel Face-to-Face Interview

Date: Person Interviewed:

Starting Time: _____ Interviewer:

Ending Time: _____

1. How long have you been at Francis Junior High School?

_____

How long have you been with Project Inspire?

_____

Your start date: _____

2. What is your role - your responsibilities - with Project Inspire?

_____

_____

3. What stimulated the writing of the proposal for Project Inspire?

_____

_____

_____

4a. What were the primary objectives of this project at the start of the implementation period?

_____

_____

_____

b. What was the start date? _____

5. What do you see as the current primary objectives of this project?

_____

_____

_____

Teacher, Inspire -42- 5-76

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6. What objectives have been achieved?

7. What do you see as problems or pressures with regard to achieving program objectives?

8a. What are the primary activities (or program components) of Project Inspire at the present time?

b. Are these similar to, or different from, program activities of the first two years of operation?

9. The number of times each student participates in an analysis group per week, as well as the number of students per group, has varied from year to year. How do you feel about the current schedule?

10. What kinds of issues are dealt with in analysis groups?

11. Do you feel that participation in analysis groups helps (or harms) students? In what way?

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12. The Program description lists Student Government Association and Student Service Committees as components of this project. In what ways have you, or do you, work with them?

13. One of the program objectives listed in the Program description is the training of teachers to identify and work with students who are the victims of physical or emotional abuse by parents. What kinds of activities related to this objective have occurred to date?

14. The program is designed to "raise academic achievement." What activities focus on the achievement of this objective?

15. The Program description lists "recognition of academic achievement" through the awarding of prizes, certificates, field trips, etc. Have such activities taken place?

16. The program is designed to focus on the reduction of disruptive behavior, student tardiness and absenteeism. Can you tell me what is being done in these areas?

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17. How is the success of the program evaluated? That is, what measures are being used to determine whether or not the activities are beneficial to students?

_____

_____

_____

18. Is there anything else you would like to tell me about this project or your part in it?

_____

_____

_____

_____

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Attachment C

"PROJECT INSPIRE" QUESTIONNAIRE

Dear Student:

We are trying to learn about the "Project Inspire" program here at Francis Junior High School and Immaculate Conception Academy. We are very interested in finding out what you think about it - what kinds of things you do here, whether you like it here, etc.

You do not need to put your name on this paper. This is not a test. There are no right or wrong answers. What you think is what is important.

Please answer the questions by putting a circle around the number that is next to or under the phrase that best "fits" your thoughts about each question. If you need help with a question, please raise your hand and someone will help you.

Today's Date: _____

(1) Sex (circle one): Male 1 Female 2

(2-3) Age in Years (circle one):

11	12	13	14	15	16	17	18	19

(4) Grade (circle one):

7	8	9

(5-8) When did you first start school at Horse: (Circle one for month and one for year):

Month		Year	
Jan 01	June 06	1972	1975
Feb 02	Sept 07	1973	1976
Mar 03	Oct 08	1974	
Apr 04	Nov 09		
May 05	Dec 10		

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(9-12) Section (Please put one digit in each space):

__ - __ __ __

(9) (10) (11) (12)

(13) Your teacher-counselor's name (circle one):

Ms. Pedersen 1
Mr. Winston 2

		Circle One Number for Each Item				
		All of the Time	Most of the Time	Some of the Time	Little of the Time	None of the Time
(14)	I participate in a Project Inspire class	4	3	2	1	0
(15)	My Project Inspire class meets every week.	4	3	2	1	0
(16)	I am able to talk about what's on my mind in the Project Inspire class.	4	3	2	1	0
(17)	During the Project Inspire class, the teacher-counselor talks more often than the students talk.	4	3	2	1	0
(18)	We use movies, records, newspaper articles and other things in the Project Inspire class.	4	3	2	1	0
(19)	We talk about why it's important to get good grades in school in the Project Inspire class.	4	3	2	1	0
(20)	We talk about such things as why it's important to come to school on time and to attend school every day in the Project Inspire class.	4	3	2	1	0
(21)	If I had a problem with my schoolwork, I would be able to talk about it in the Project Inspire class.	4	3	2	1	0

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Circle One Number for Each Item

		All of the Time	Most of the Time	Some of the Time	Little of the Time	None of the Time
(22)	If I had a problem with a friend, I would be able to talk about it in the Project Inspire class.	4	3	2	1	0
(23)	Participation in the Project Inspire class helps me to think about who I am and what kinds of things are important to me.	4	3	2	1	0
(24)	I think that participating in the Project Inspire class helps me learn how to make decisions about things that are important to me.	4	3	2	1	0
(25)	I think that the Project Inspire class is helpful to me.	4	3	2	1	0
(26)	My teacher-counselor acts as if he/she respects and likes me.	4	3	2	1	0
(27)	I respect and like my teacher-counselor.	4	3	2	1	0
(28)	My teacher-counselor understands me.	4	3	2	1	0
	Student Service Committees					
(29)	Student Service Committees are held regularly as part of Project Inspire.	4	3	2	1	0
(30)	Students who belong to Student Service Committees help make decisions about methods for improving attendance, grades, etc.	4	3	2	1	0

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		Circle One Number for Each Item				
		All of the Time	Most of the Time	Some of the Time	Little of the Time	None of the above
	School Behavior					
(31)	If I get into trouble in class or in the hall, I will be sent to the Project Inspire Office.	4	3	2	1	0
(32)	If I get into trouble in class or in the hall, my parents will be called.	4	3	2	1	0
(33)	If I come to school late, I will have to report to the detention hall that evening.	4	3	2	1	0
(34)	If I get good grades, I will be rewarded in some way.	4	3	2	1	0
	Project Inspire					
(35)	I am told the reasons for participating in Project Inspire activities.	4	3	2	1	0
(36)	My parents are told the reasons for Project Inspire's activities.	4	3	2	1	0
	The School in General					
(37)	I feel that I have some responsibility and some power in determining what I will learn and do here at Francis Junior High or Immaculate Conception Academy	4	3	2	1	0
(38)	I look forward to going to school.	4	3	2	1	0

		Circle One Item	
		Yes	No
(39)	I had a problem this year getting along with or being taken care of by my parents.	1	0

BEHAVIOR SERVICE CONSULTANTS, BSC

		Circle One Item	
		Yes	No
(40)	Project Inspire helped me with this problem.	1	0
(41)	Project Inspire helped me to find someone or some place else to help me with this problem.	1	0
(42)	During a Project Inspire class session, we were asked to pretend that we had a hundred million dollars and to tell how we would spend it.	1	0
(43)	During a Project Inspire class session, we were asked to pretend to be anyone in the world we wanted to be.	1	0
(44)	I enjoy most of my classes.	1	0
(45)	It's important to me to do well in school.	1	0
(46)	I have several good friends at school.	1	0
(47)	We have an active Student Government Association.	1	0
(48)	Doing well in my school work means that I get to go on field trips and to movies with other students who have also done well.	1	0

BEHAVIOR SERVICE CONSULTANTS, BSC

Attachment D

Francis Junior High School

"Project Inspire"

School Personnel Questionnaire

Dear School Personnel Person:

We are trying to gather information about the Project Inspire program here at Francis Junior High School. Presented below are some questions about your experiences and observations concerning Project Inspire activities. Please use this opportunity to give us feedback about this program.

(1) Length of Time at Francis Junior High School (Circle One):

0*	3	6	9	12	15	18	21*
1	4	7	10	13	16	19	
2	5	8	11	14	17	20	

(0* = Less than one year) (21* = more than twenty years)

(2, 3) Year First Started Working at Francis Junior High School (Please fill in last two digits of year):

19 _____

(4) Role (Circle one):

Classroom Teacher	1	Administrative Assistant	6
Resource Teacher	2	Attendance Officer	7
Classroom Aide	3	Janitorial Staff	8
Counselor	4	Health Officer (Nurse, Doctor, et.)	9
Administrator	5	Other _____ (Please Specify)	0

Circle one for each item. If you feel that you do not have sufficient contact with students or information about specific activities to respond with either a "Yes" or "No" to a particular item, please place a checkmark in the "Insufficient Information" column.

BEHAVIOR SERVICE CONSULTANTS, BSC

	Yes	No	Insufficient Information
(5) I am aware that there is a program entitled "Project Inspire" here at Francis Junior High School.	1	0	____
(6) I have been told the objectives of Project Inspire and have a sense of what types of activities occur in this school as a result of the project.	1	0	____
(7) I have noticed an increase over the past three years in the ability of students to assume responsibility for their own learning.	1	0	____
(8) I have noticed an increase over the past three years in the amount of postitive feelings about school expressed (either verbally or non-verbally) by students.	1	0	____
(9) I have noticed an increase over the past three years in the amount of postitive feelings about themselves expressed (either verbally or non-verbally) by students.	1	0	____
(10) I think that the illegal absenteeism rate has decreased over the past three years.	1	0	____
(11) I think that the tardiness rate has decreased over the past three years.	1	0	____
(12) I have some familiarity with what goes on during the Project Inspire analysis groups.	1	0	____

BEHAVIOR SERVICE CONSULTANTS: BSC

	Yes	No	Insufficient Information
(13) I think that participation in Project Inspire analysis groups is helpful to students.	1	0	____
(14) I have received training from Project Inspire personnel in the identification of children who are victims of child abuse and neglect.	1	0	____
(15) I have received training by Project Inspire personnel in working more effectively in the classrooms and with the parents of children who are victims of child abuse and neglect.	1	0	____
(16) I have received training by Project Inspire personnel in making proper referral of children who are victims of child abuse and neglect to other individuals and agencies for help.	1	0	____
(17) I am familiar with the procedure required for the referral of a disruptive student to the Project Inspire office.	1	0	____
(18) The practice of referring a student who is disruptive in class to the Project Inspire office allows the class to continue with the least possible amount of interruption.	1	0	____
(19) The practice of referring a student who is disruptive in class to the Project Inspire office has a deterring effect on further instances of disruptive behavior.	1	0	____

BEHAVIOR SERVICE CONSULTANTS! BSC

		Yes	No	Insufficient Information
(20)	I think that there is good communication and coordination between Project Inspire personnel and the regular Francis School staff.	1	0	____
(21)	I think that Project Inspire has adequate physical space, equipment and materials for its activities.	1	0	____

(22,23) Serial Number within Group _____

BEHAVIOR SERVICE CONSULTANTS: BSC

Attachment E

Immaculate Conception Academy

"Project Inspire"

School Personnel Questionnaire

Dear School Personnel Person:

We are trying to gather information about the Project Inspire program component here at the Immaculate Conception Academy. Presented below are some questions about your experiences and observations concerning Project Inspire activities. Please use this opportunity to give us feedback about this program.

(1) Length of Time at Immaculate Conception Academy (Circle one):

0*	3	6	9	12	15	18	21*
1	4	7	10	13	16	19	
2	5	8	11	14	17	20	

(0* = Less than one year.) (21* = more than twenty years.)

(2,3) Year First Started Working at Immaculate Conception Academy (Please fill in last two digits of year):

19_____

(4) Role (Circle one):

Classroom Teacher	1	Administrative Assistant	6
Classroom Aide	2	Attendance Officer	7
Resource Teacher	3	Janitorial Staff	8
Counselor	4	Health Officer	9
Administrator	5	Other _____ (Please Specify)	10

Please circle one for each item. If you feel that you do not have sufficient contact with the Project Inspire staff or familiarity with the analysis group activities to respond with either a "Yes" or a "No" to a specific item, please place a checkmark in the space provided under the "Insufficient Information" column.

BEHAVIOR SERVICE CONSULTANTS BSC

	Yes	No	Insufficient Information
(5) I am aware that personnel from the Project Inspire program at Francis Junior High School serve in a consultant capacity to I.C.A. as leaders of analysis groups for students.	1	0	____
(6) I have been told the overall objectives of Project Inspire as well as the purpose of having analysis group sessions here at I.C.A.	1	0	____
(7) I have been informed of the kinds of activities (and the rational for use) that take place during the analysis group sessions.	1	0	____
(8) I think that participation in Project Inspire analysis groups is helpful to students of Immaculate Conception Academy.	1	0	____
(9) I have noticed an increase over the past year in the ability of students to assume responsibility for their own learning.	1	0	____
(10) I have noticed an increase over the past year in the amount of positive feelings about school expressed (either verbally or non-verbally) by students.	1	0	____
(11) I have noticed an increase over the past year in the amount of positive feelings about themselves expressed (either verbally or non-verbally) by students.	1	0	____

BEHAVIOR SERVICE CONSULTANTS! BSC

		Yes	No	Insufficient Information
(12)	I would recommend expansion of the Project Inspire program here at I.C.A. to include the participation of all students.	1	0	_____

(13,14) Serial Number within Group _____

BEHAVIOR SERVICE CONSULTANTS! BSC

Appendices

Appendix 1

Questionnaire used during Project Inspire Class

DIRECTIONS: Please answer all questions to the best of your ability, and as honestly as possible.

1. What do you feel a school needs in order to be a good school?

2. What do you feel a school needs in order to be an excellent school?

3. What do you like the most about your school?

4. What do you like the least about your school?

5. What are some of the things the students can do to improve your school?

6. What are some of the things the teachers can do to improve your school?

Appendix 2

Questionnaire Used During Project Inspire Class

NAME _____

SECTION _____ PERIOD _____

DAY ATTENDING _____

DATE _____

APTITUDE TEST

1. While standing on a hard wooden floor, how could you drop an an egg three feet without breaking the shell? Nothing must be used to cushion the fall.

2. How can you throw a ball with all your might, and make it stop and come straight back to you, without hitting a wall, or any other obstruction, and without having anything attached to it?

3. On April 28 you go to bed at seven o'clock at night, having set your alarm clock to waken you at eight the next morning. If you sleep soundly all the time, how many hours sleep will you get?

4. Mr. and Mrs. Smith had seven daughters, and each daughter had one brother. How many people were in the Smith Family?

5. We all know there are twelve one-cent stamps in a dozen but how many two-cent stamps are there in a dozen?

6. Take two apples from three apples and what do you get?

7. I have in my hand two-U.S. Coins that total 55¢ in value. One is not a nickel. Please bear that in mind. What are the two coins?

Appendix J

Schedule of Site Visits to

"Project Inspire"

at the Francis Junior High School

Monday, March 15, 1976

Tuesday, March 30, 1976

Thursday, April 1, 1976

Thursday, April 8, 1976

Thursday, April 15, 1976

Thursday, April 29, 1976

Thursday, May 6, 1976

Tuesday, May 11, 1976

Friday, May 14, 1976

Friday, May 28, 1976

Wednesday, June 2, 1976

Monday, June 7, 1976

Wednesday, June 16, 1976

Wednesday, July 7, 1976

Tables

Table I . Number and Percentage of Francis Junior High School Personnel Rating the Occurrence of Specific Aspects of the Program Relevant to the Reduction of Child Abuse

Aspects of the Program (Questions from School Personnel Paper and Pencil Questionnaire)	YES		NO		INSUFFICIENT INFORMATION		NO RESPONSE		ROW Σ SUM	
	#	%	#	%	#	%	#	%	#	%
Q.14. I have received tranning from Project Inspire personnel in the identification of children who are victims of child abuse & neglect.										
Classroom Teacher	8	27.6	12	41.4	2	6.9	1	3.4	23	79.3
Resource Teacher	0	0.0	0	0.0	1	3.4	0	0.0	1	3.4
Counselor	0	0.0	1	3.4	0	0.0	0	0.0	1	3.4
Administrator	1	3.4	2	6.9	0	0.0	0	0.0	3	10.3
Librarian	0	0.0	1	3.4	0	0.0	0	0.0	1	3.4
Total Group	9	31.0	16	55.2	3	10.3	1	3.4	29	100.0
Q.15. I have received training from Project Inspire personnel in working more effectively in the classrooms and with the parents of children who are victims of child abuse & neglect.										
Classroom Teacher	9	31.0	13	44.9	1	3.4	0	0.0	23	79.3
Resource Teacher	0	0.0	0	0.0	1	3.4	0	0.0	1	3.4
Counselor	0	0.0	1	3.4	0	0.0	0	0.0	1	3.4
Administrator	1	3.4	2	6.9	0	0.0	0	0.0	3	10.3
Librarian	0	0.0	1	3.4	0	0.0	0	0.0	1	3.4
Total Group	10	34.4	17	58.6	2	6.9	0	0.0	29	100.0

Table I . Number and Percentage of Francis Junior High School Peronnel Rating the Occurrence of Specific Aspects of the Program Relevant to the Reduction of Child Abuse (Continued)

	YES		NO		INSUFFICIENT INFORMATION		NO RESPONSE		ROW Σ SUM	
	#	%	#	%	#	%	#	%	#	%
Q.16 I have received training by Project Inspire personnel in making proper referral of children who are victims of child abuse and neglect to other individuals and agencies for help.										
Classroom Teacher	8	27.6	13	44.9	2	6.9	0	0.0	23	79.3
Resource Teacher	0	0.0	0	0.0	1	3.4	0	0.0	1	3.4
Counselor	0	0.0	1	3.4	0	0.0	0	0.0	1	3.4
Administrator	1	3.4	1	3.4	1	3.4	0	0.0	3	10.3
Librarian	0	0.0	1	3.4	0	0.0	0	0.0	1	3.4
Total Group	9	31.0	16	55.2	4	13.8	0	0.0	29	100.0

Table II. Number and Percentage of Students Rating the Frequency of Occurrence of Specific Aspects of the Child Abuse Prevention Program Component

Aspects of Program (Questions from Student Paper and Pencil Questionnaire)	YES		NO		NO RESPONSE		ROW Σ SUM	
	#	%	#	%	#	%	#	%
Q.39 I had a problem this year getting along with, or being taken care of by, my parents.	93	19.0	349	71.4	47	9.6	489	100.0
Q.40 Project Inspire helped me with this problem.	195*	39.9	272	55.6	22	4.5	489	100.0
Q.41 Project Inspire helped me to find someone or some place else to help me with this problem.	50	10.2	80	16.4	359	73.4	489	100.0

* Since a total of 93 students responded affirmatively when asked whether or not they had experienced a problem in getting along with or being taken care of by their parents, the total of 195 affirmative responses to "Project Inspire helped **me** with this problem" seems inconsistent. It is likely that the students were not responding to these questions as a set of questions but were making independent responses.

Table III. Correlations (with number of observations in parentheses) Between Questions from Student Questionnaire Dealing with the Program Objective of the Reduction of Child Abuse and Neglect

QUESTION NUMBER	39	40	41
39			
40	.08 (429)		
41	X (91)	.50 (129)***	

*** $P < .001$

X = Not possible to compute, zero variation in one of the two variables for the available cases.

Table IV Number of and Percentage of Students Rating Occurrence of Program Activities Relevant to the Establishment of Student Service Committees.

Aspect of Program (Questions from Student Paper and Pencil Questionnaire)	Frequency of Occurrence													
	All of Time		Most of Time		Some of Time		Little of Time		None of Time		No Response		Row Σ Sum	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Q. 29. Student Service Committees are held regularly as part of Project Inspire.	49	.10	88	.18	138	.28	49	.10	125	.25	40	.08	489	100.0
Q. 30. Students who belong to Student Service Committees help make decisions about methods for improving attendance, grades, etc.	69	.14	85	.17	135	.28	56	.11	100	.20	44	.09	489	100.0

Table V. Number and Percentage of Students in Each Grade Who Rated the Frequency of Occurrence of Student Service Committee Meetings

FREQUENCY OF OCCURRENCE (Q.29)

GRADE	ALL OF THE TIME		MOST OF THE TIME		SOME OF THE TIME		LITTLE OF THE TIME		NONE OF THE TIME		ROW Σ SUM	
	#	%	#	%	#	%	#	%	#	%	#	%
7	25	14.8	29	17.2	52	30.8	24	14.2	39	23.1	169	100.0
8	16	9.9	37	22.8	41	25.3	9	5.6	59	36.4	162	100.0
9	8	7.6	17	16.2	39	37.1	16	15.2	25	23.8	105	100.00

Table VI. Number and Percentage of Students Rating Frequency of Occurrence of Aspects of the "Project Inspire" Multi-Media Counseling Program Described in Description of Program

Aspect of Program (Questions from Student Paper and Pencil Questionnaire)	FREQUENCY OF OCCURRENCE: ALL OF TIME #	%	MOST OF TIME #	%	SOME OF TIME #	%	LITTLE OF TIME #	%	NONE OF TIME #	%	NO RESPONSE #	%	ROW Σ SUM #	%
Q.14. I participate in a Project Inspire class	301	61.6	126	25.8	44	8.9	13	2.6	4	.8	1	.2	489	100.0
Q.15. My Project Inspire class meets every week	248	50.7	172	35.2	42	8.6	21	4.3	5	1.0	1	.2	489	100.0
Q.18. We use movies, records, newspaper articles and other things in the Project Inspire class	32	6.5	87	17.8	146	29.8	117	23.9	102	20.8	5	1.0	489	100.0
Q.19. We talk about why it's important to get good grades in school in the Project Inspire class	62	12.7	124	25.3	175	35.8	92	18.8	34	6.9	2	.4	489	100.0
Q.23. Participation in the Project Inspire class helps me to think about who I am and what kinds of things are important to me	149	30.5	158	32.3	113	23.1	41	8.4	24	4.9	4	.8	489	100.0

Table VI Continued

Aspect of Program (Questions from Student Paper and Pencil Questionnaire)	FREQUENCY OF OCCURRENCE													
	ALL OF TIME		MOST OF TIME		SOME OF TIME		LITTLE OF TIME		NONE OF TIME		NO RESPONSE		ROW SUM	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Q.24. I think that participating in the Project Inspire class helps me learn how to make decisions about things that are important to me	152	31.1	169	34.6	106	21.7	30	6.1	27	5.5	5	1.0	489	100.0
Q.25. I think that the Project Inspire class is helpful to me	210	42.9	121	24.8	98	20.0	34	6.9	19	3.9	7	1.4	489	100.0

TableVII Number and Percentage of Francis School Personnel Rating the Helpfulness to Students of Participation in Analysis Groups.

Q. 13 (School Personnel Paper and Pencil Questionnaire) I think participation in Project Inspire analysis groups is helpful to students.	ENDORSEMENTS								TOTALS	
	YES		NO		INSUFFICIENT INFORMATION		NO RESPONSE		ROW Σ SUM	
	#	%	#	%	#	%	#	%	#	%
School Personnel who have worked at Francis School at least 3 years.										
Classroom Teacher	14	70.0	1	5.0	2	10.0	0	0.0	17	85.0
Counselor	1	5.0	0	0.0	0	0.0	0	0.0	1	5.0
Administrator	1	5.0	0	0.0	0	0.0	0	0.0	1	5.0
Librarian	1	5.0	0	0.0	0	0.0	0	0.0	1	5.0
Total Group	17	85.0	1	5.0	2	10.0	0	0.0	20	100.0
School Personnel who have worked at Francis School less than 3 years.										
Classroom Teacher	5	55.5	0	0.0	1	11.1	0	0.0	6	66.7
Resource Teacher	1	11.1	0	0.0	0	0.0	0	0.0	1	11.1
Administrator	2	22.2	0	0.0	0	0.0	0	0.0	2	22.2
Total Group	8	88.0	0	0.0	1	11.1	0	0.0	9	100.0

Table VIII. Correlation (with number of observations in parentheses) Between Questions from Student Questionnaire Dealing with Multi-Media Counseling Progra

Question #	14	15	18	19	23	24	25
14		.14(487)**	.02 (483)	.05 (486)	.09 (484)	.16 (483)***	.15 (481)***
15			.03 (483)	.06 (486)	.01 (484)	.02 (483)	.04 (481)
18				.07 (483)	.21 (481)***	.19 (480)***	.20 (478)***
19					.23 (484)***	.19 (483)***	.21 (481)***
23						.60(484)***	.52(482)***
24							.53 (481)***
25							

** $P < .01$ *** $P < .001$

Table IX. Number and Percentage of School Personnel* Rating Increase in Students' Positive Feelings About Self and School

Aspects of Program (Questions from School Personnel Paper and Pencil Questionnaire)	YES		NO		INSUFFICIENT INFORMATION		NO RESPONSE		ROW SUM	
	#	%	#	%	#	%	#	%	#	%
Q.8. I have noticed an increase over the past three years in the amount of positive feelings about school expressed (either verbally or non-verbally) by students	12	60.0	7	35.0	1	5.0	0	0.0	20	100.0
Q.9. I have noticed an increase over the past three years in the amount of positive feelings about themselves expressed (either verbally or non-verbally) by students	14**	70.0	4	20.0	2	10.0	0	0.0	20	100.0

* Since the respondents were asked about behavior that occurred over a three or more year time span, only the responses of school personnel who have worked at Francis for at least three years are presented.

** One respondent said that she had noticed an increase in positive feelings over the past three years but did not feel the increase was a result of Project Inspire.

Table X . Number and Percentage of School Personnel Endorsing Procedures for Referring Disruptive Students to Project Inspire Office

Aspects of Program (Questions from Personnel Paper and Pencil Questionnaire)	YES		NO		INSUFFICIENT INFORMATION		NO RESPONSE		ROW Σ SUM	
	#	%	#	%	#	%	#	%	#	%
Q.17. I am familiar with the procedure required for the referral of a disruptive student to the Project Inspire Office.	25	86.2	2	6.9	2	6.9	0	0.0	29	100.0
Q.18. The practice of referring a student who is disruptive in class to the Project Inspire Office allows the class to continue with the least possible amount of interruption.	25	86.2	0	0.0	4	13.8	0	0.0	29	100.0

Table XI Number and Percentage of Students Rating the Frequency of Occurrence of Specific Procedures Relevant to the Program Objective of "Reduction of Disruptive Behavior"

Aspect of Program (Questions from Student Paper and Pencil Questionnaire)	Frequency of Occurrence															
	All of Time		Most of Time		Some of Time		Little of Time		None of Time		No Response		Row Σ Sum	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Q. 31 If I get into trouble in class or in the hall, I will be sent to the Project Inspire Office.	76	15.5	55	11.2	42	8.6	49	10.0	256	52.3	11	2.2	489	100.0
Q. 32 If I get in trouble in class or in the hall, my parents will be called.	120	24.6	120	24.6	122	24.9	48	9.8	67	13.7	12	2.4	489	100.0
Q. 33 If I come to school late, I will have to report to the detention hall that evening.	269	55.0	73	14.9	61	12.5	29	5.9	45	9.2	12	2.4	489	100.0

Table XII. Number and Percentage of Students by Grade Rating Frequency of Occurrence of Referral to the Project Inspire Office When Being Disruptive

FREQUENCY OF OCCURRENCE

GRADE	ALL OF THE TIME		MOST OF THE TIME		SOME OF THE TIME		LITTLE OF THE TIME		NONE OF THE TIME		ROW Σ SUM	
	#	%	#	%	#	%	#	%	#	%	#	%
7	28	16.0	13	7.4	13	7.4	13	7.4	108	61.7	175	37.6
8	35	19.7	29	16.3	16	9.0	21	11.8	77	43.3	178	38.3
9	11	9.8	10	8.9	9	8.0	13	11.6	69	61.6	112	24.1

Table XIII Number and Percentage of Students Rating Frequency of Occurrence of Aspects of Program Relevant to the Reward of Academic Achievement

Aspect of Program (Questions from Student Paper and Pencil Questionnaire)	Frequency of Occurrence													
	All of Time		Most of Time		Some of Time		Little of Time		None of Time		No Response		Row Σ Sum	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Q. 34 If I get good grades, I will be rewarded in some way.	201	41.1	116	23.7	78	15.9	43	8.8	35	7.1	16	3.3	489	100.0

Aspect of Program (Questions from Student Paper and Pencil Questionnaire)	Yes		No		No Response		Row Σ Sum	
	#	%	#	%	#	%	#	%
Q. 48 Doing well in my school work means that I get to go on field trips and to movies with other students who have also done well.	323	66.1	149	30.5	17	3.5	489	100.0

Table XIV. Correlation (with number of observations in parentheses) Between Questions from Student Questionnaire Dealing with the Reward of Academic Achievement

QUESTION NUMBER	34	48
34		
48	.14 (460)**	

** P< .01

Table XV Number and Percentage of School Personnel* Rating the Frequency of the Occurrence of Aspects of Project Inspire Program Relevant to Reduction in Absenteeism, Tardiness and Suspension Rates

Aspects of Program (Questions from School Personnel Paper and Pencil Questionnaire)	YES		NO		INSUFFICIENT INFORMATION		NO RESPONSE		Σ ROW SUM	
	#	%	#	%	#	%	#	%	#	%
Q.10. I think that the illegal absenteeism rate has decreased over the past three years	13	65.0	4	20.0	2	10.0	1	5.0	20	100.0
Q.11. I think that the tardiness rate has decreased over the past three years.	15	75.0	5	25.0	0	0.0	0	0.0	20	100.0

* Since the respondents were asked about behavior that occurred over a three or more year time span, only the responses of school personnel who have worked at Francis School for at least three years are presented.

Table XVI Comparison of Students' Responses to Selected Questions from Student Questionnaire During Pretest Administration with Students' Responses from Main Administration

Question # (Questions from Student Paper and Pencil Questionnaire	Pretest (m = 29)										Main Administration (m = 489)										
	All		Most		Some		Little		None		No Response		All		Most		Some		Little		None		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Q. 15. My Project Inspire class meets every week.	14	48.3	9	31.0	4	13.8	1	3.4	0	0.0	1	3.4	248	50.7	172	35.2	42	8.6	21	4.3	5	1.0	1	.2
Q. 28. My Teacher-Counselor understands me.	9	31.0	10	34.5	6	20.6	2	6.8	0	0.0	2	6.8	151	34.6	155	31.7	101	20.6	38	7.8	27	5.6	17	3.5
Q. 38. I look forward to going to school.	15	51.8	5	17.2	3	10.3	4	13.8	1	3.4	1	3.4	227	46.4	107	21.9	69	14.1	33	6.7	39	8.0	14	2.8
Q. 45. It's important to me to do well in school.	0	0.0	1	3.4	1	3.4	20	69.0	5	17.2	2	6.8	0	0.0	0	0.0	0	0.0	448	91.6	26	5.3	15	3.0

Table XVII. Number of and Percentage of Students Expressing Positive Feelings Toward School

Aspect of Program (Questions from Student Paper and Pencil Questionnaire)	Frequency of Occurrence: All of Time #	%	Most of Time #	%	Some of Time #	%	Little of Time #	%	None of Time #	%	No Response #	%	Row Sums #	%
Q. 37. I feel that I have some responsibility and some power in determining what I will learn and do here at Francis Junior High.	161	32.9	141	28.8	100	20.4	35	7.2	29	5.9	23	4.7	489	100.0
Q. 38. I look forward to going to school.	227	46.4	107	21.9	69	14.1	33	6.7	39	8.0	14	2.8	489	100.0
Q. 44 I enjoy most of my classes.	0	0.0	0	0.0	0	0.0	396	81.0	79	16.1	14	2.8	489	100.0
Q. 45. It's important to me to do well in school.	0	0.0	0	0.0	0	0.0	448	91.6	26	5.3	14	3.0	489	100.0
Q. 46. I have several good friends in school.	0	0.0	0	0.0	0	0.0	414	84.7	57	11.6	18	3.7	489	100.0
Q. 27. I respect and like my teacher counselor	331	67.7	88	18.0	29	5.9	23	4.7	6	1.2	12	2.4	489	100.0
Q. 25. I think that the Project Inspire class is helpful to me.	210	42.9	121	24.7	98	20.0	34	6.9	19	3.9	7	1.4	489	100.0

Table XVIII. Three Years of Project Inspire Data on "Increased Positive Feelings Toward School"[a]

	Pre		Post	
	Date Administered	% Averages of Students Having Serious Problems	Date Administered	% Averages of Students Having Serious Problems
Grade				
1973-1974				
7	Fall 1973[b]	25	Spring 1974[c]	19
8	Fall 1973	20	Spring 1974	14
9	Fall 1973	15	Spring 1974	13
1974-1975				
7	Dec. 16, 1974	21	May 1975[d]	19
8	Dec. 17, 1974	20	May 1975[d]	15
9	Dec. 18, 1974	15	May 1975	14
1975-1976				
7	October 1975	22	April 1976	17
8	May 1975[d]	17	April 1976	14
9	May 1975[d]	13	April 1976	10

Notes: a: As assessed by items 1 - 38 from the STS Youth Inventory Form G, Grades 7-12 by Remmers and Shimberg. Scholastic Testing Service, Bensenville, Illinois, 1967.

b: Exact dates not available.

C: Exact dates not available.

d: The 1974-1975 7th and 8th graders were tested only once during 1975, in May. These scores, properly matched, contributed respectively to the 1974-1975 7th and 8th grade post data and to the 1975-1976 8th and 9th grade pre data. The 1974-75 and the 1975-76 data are matched within each of these years. That is, only students contributing data to both pre and post percents were included.